

Examining School-Linked Social Services
A Qualitative Study of Kentucky's Jefferson County Public Schools' (JCPS)
Youth Services Centers (YSC)

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Executive Summary

The 1983 seminal report *A Nation at Risk*, which revealed the dismal state of our nations' education system and placed an emphasis on accountability, spawned an era of education reform movements across America. As a result of this report, many states began to introduce sweeping legislations and many reform movements began to gain traction.

The Kentucky Education Reform Act (KERA) of 1990 established the Kentucky Family Resource and Youth Services Center (FRYSC), school-based decision making (SBDM), and highly skilled educators program (HSE), as well as other programs. The unprecedented passage of this legislation by the Kentucky General Assembly provided a unique state-level partnership between the Kentucky Department of Education and the Cabinet for Health and Family Services. This law decisively altered the Kentucky public education system. In addition to implementing new accountability measures, KERA adopted a whole-child approach to education, which was a departure from the accountability-based approach of the recent *A Nation at Risk* report. The critical passage of KERA with the establishment of the FRYSC helped place students on a better trajectory in life.

FRYSC offers a myriad of interventions and prevention programs aimed to remove barriers that hinder student academic success, the basis of the school-linked services concept. The FRYSC is clearly nested within Bronfenbrenner's (1974) ecology of schooling model, a focus of this study. The FRYSC fits the "ecological model" of schooling because it takes into account the social context in which these services are provided. In other words, FRYSC seeks to link schools, families, and communities with the school serving as the nexus for needed services. FRYSC is a unique policy approach to improving schools and increasing student achievement.

This report examines school-linked social services and the work of youth services centers (YSC) in Jefferson County Public Schools (JCPS) and stands in a historical and policy-oriented context. The JCPS research department has collected some data on the work of the youth services centers; however, they have not collected qualitative data on specific intervention goals and its impact on school-community relations and school-staff functional relations. Therefore, in response to a request for research from JCPS, the following Capstone project questions were established:

1. What are middle school teachers' and administrators' perceptions of the youth services center role and function?
2. What is the perceived impact of the YSC on school-community relations and school-staff functional relations?

More specifically, I examined:

- What is the role of the YSC?
- What do coordinators do?
- What services are provided?

FRYSC offers a myriad of interventions and prevention programs aimed to remove barriers that hinder student academic success, the basis of the school-linked services concept.

- How are students served?
- Does the design facilitate implementation of intervention goals and student participation?
- What is the role of the coordinator?
- How do coordinators relate to other school personnel?
- What is the nature of parental involvement across schools?

A qualitative study design was employed to gain an in-depth understanding of the essential questions under examination. Three JCPS middle schools YSCs are the focus of this project. The socioeconomic make-up and geographic location were central to the site selection. I conducted 19 semi-structured interviews. These included interviews with the YSC coordinators, school principals, school counselors, teachers, and JCPS's FRYSC director. In addition to obtaining information on the work of the youth services centers, the interviews provided useful information on respondents' perceptions of students' experiences inside and outside of school, knowledge of family educational/occupational background, and parental involvement. Thus, the interviews acquired information on respondents' perceptions of program effects on school-community relations and respondents' perceptions of school-staff functional relations.

The data revealed the following key findings:

- Some confusion exists with regard to teachers' perception of center design, role, and function.
- Teachers and administrators do not agree on the primary prerequisite skills needed for obtaining the role of coordinator.
- Teachers and administrators agree that budget, insufficient staff, and space are barriers to successfully implementing intervention goals.
 - Coordinators agree that, in addition to budget, insufficient staff, and space, role ambiguity is also a factor that hindered increased implementation of intervention goals.
- Teachers and administrators agree that the work of the school counselor has shifted to mostly administrative duties. Consequently, coordinators often provide basic counseling services to students.
- Most teachers and administrators perceive that the centers' design and implementation of intervention goals hold a positive impact on school-community relations and school-staff functional relations.

Resulting from these findings, the following recommendations are offered:

- Further explore teacher perceptions of the YSC design, role, and function
- Devise a plan to incorporate a combination of professional experience, background characteristics, and student-focused personality when selecting coordinators;
- Clearly articulate the primary role of the coordinator to resolve the ambiguity of roles and expectations;
- Offer professional development opportunities designed to address coordinator's deficiencies, particularly in the area of counseling; and

- Build on the current strengths of each center's ability to implement intervention goals successfully.

These recommendations, if implemented, can assist coordinators across Jefferson County in providing efficient and effective services to students.

An Introduction to School-Linked Social Services

The old African proverb, “it takes a village to raise a child,” is as true today as it was many years ago when coined. There are those who would disagree and would say it is the sole responsibility of the family to raise a child. This may be true if the family unit were intact for all of America’s children. Today, in our nation, children are living in poverty at a more alarming rate than ever before. According to the U.S. Census Bureau, “the official poverty rate in 2008 was 13.2 percent, up from 12.5 percent in 2007. This was the first statistically significant annual increase in the poverty rate since 2004, when poverty increased to 12.7 percent from 12.5 percent in 2003” (United States Census Bureau, 2010).

In 1964, President Lyndon Johnson began his noble “War on Poverty” to eradicate poverty from the lives of America’s children. Yet, in 2009, an increasing number of students come to school with a myriad of problems. This is often times the result of generational poverty. Many of the intellectual, social, physical, emotional, mental, and health-related issues have their roots in poverty, and these factors place students at risk (Dryfoos, 1994; McWhirter et al., 2007).

Poverty is a major risk factor for students, but it is not the only risk factor youth face. Today, youth grapple with such complex problems as teenage pregnancy, substance abuse, suicide, and youth violence among others. These risk factors affect students from all socioeconomic backgrounds (McWhirter, McWhirter, McWhirter, & McWhirter, 2007). In fact, many students from middle and affluent communities have problems that educators must address before learning can take place.

In an effort to assist students with removing some of the barriers to education they bring with them, a move ensued to provide students with needed services at school. Over the past two decades, some school districts across the nation have become seriously committed to mitigating students’ needs by providing services to address them. The overarching theme is to meet students’ unmet needs, so teaching and learning can occur. Consequently, students could perform better academically, placing them on a better trajectory in life.

Shortly after the seminal report, *A Nation at Risk*, which was the catalyst for many of today’s education reform movements, states began to introduce innovative, and sometimes controversial, legislation to improve the dismal state of the nation’s education system. The state of Kentucky was among the first states in the nation to enact a law that made funding available for local education agencies to open family resource and youth services centers. The passage of the Kentucky Education Reform Act (KERA) of 1990 established the Kentucky Family Resource and Youth Services Center (FRYSC) initiative. Schools where at least 20 percent of the student population is eligible for free- or reduced-price lunch may apply for a state grant to support these centers. The initiative outlined the following FRYSC intervention goals:

Today, youth grapple with such complex problems as teenage pregnancy, substance abuse, suicide, and youth violence among others. These risk factors affect students from all socioeconomic backgrounds (McWhirter, McWhirter, McWhirter, & McWhirter, 2007).

- Improve attendance
- Decrease behavior/suspension issues
- Increase academic support
- Improve physical/mental health
- Improve parent relations, support, and assistance for all children and their families who reside in the community served by the school in which the center is located (Kentucky Cabinet for Health and Family Services, 2008)

While youth services centers are located in both middle and high schools, three middle-school YSCs are the focus of this study. The motivation for selecting middle schools is because students in grades 6 – 8 share similar developmental characteristics and face many of the same challenges that come with the pre-adolescent and adolescent stages. The middle school student brings various issues to sort through, and it serves as a major transition period between elementary school and high school.

The qualitative design provides data that gives rich descriptions about salient program characteristics and significant issues and themes that are important to the program's mission. The original project questions were refined during the data analysis process in order to report the key patterns and themes that emerged. The essential questions of interest are:

What are middle school teachers' and administrators' perceptions of the youth services center role and function?

What is the perceived impact of the YSC on school-community relations and school-staff functional relations?

While these questions served as a guide for the study, the goal was to offer an opportunity to open the “black box” on the work of YSCs. Informed program and policy planning, effective implementation, and useful evaluation all depend on detailed knowledge of the effectiveness of the YSCs. Although there have been several studies that focused on the Kentucky Family Resources Centers, which is the elementary counterpart to the youth services centers, there have been few studies conducted on the impact of the YSCs.

This Capstone project builds on prior research about the work of school-linked social services and specifically provides a new framework for looking at youth services centers. This Kentucky Jefferson County Public Schools Youth Services Centers project stands in a historical and policy-oriented context of school-linked social services.

What We Know About School-Linked Social Services

The genesis of school-linked social services reform movement has its roots in the work of renowned American psychologist, and co-founder of the Head Start program, Urie Bronfenbrenner (1917 – 2005), which begins with the concept of the ecology of childhood. His seminal work was his contribution of the *Ecological Systems Theory*. This theory rests on the principle of nested systems. His original model included four

The ecology of schooling was the cornerstone on which the full-service community schools, and later, the school-linked social services models were constructed.

nested systems to which he later added a fifth. The nested systems are defined as follows:

1. Microsystems, which constitutes the family or classroom;
2. Mesosystem, which is two microsystems interacting;
3. Exosystem, which is the external environments which indirectly influence development;
4. Macrosystem, which is described as the larger socio-cultural context; and
5. Chronosystem, which is characterized as the evolution of the external systems over time. Within each system, there are roles, norms, and rules that can strongly shape development (Bronfenbrenner, 1979).

Further, Bronfenbrenner (1979) contends that to understand child development, children's behavior must be observed at length in their normal environment of interaction with familiar adults. He acknowledges his work has roots in his own personal experiences. As an emigrant from Russia who spoke no English, he had to navigate entering school and forming relationships with students from other races while possessing a language barrier.

These experiences were the impetus for his groundbreaking research on the ecology of human development. Bronfenbrenner (1974) argues that the present theoretical orientations were limited to the ecological systems that only contained the child (i.e., family, classroom, peer group), and they rarely include the nature and requirements of the parents' work, uniqueness of the neighborhood, and the relation between school and community among others (Bronfenbrenner, 1979). His work laid the foundation for future research in child development and the role of ecological factors in the success of adolescents.

More recently, Prellow, Bowman, and Weaver (2006, p. 543) conducted a study based on Bronfenbrenner's ecological model to identify factors that "functioned as either promotive or protective factors against the impact of ecological risk on the psychological adjustment" of adolescents. One key finding of their research was that supportive parenting surfaced as a promotive factor for both blacks and whites.

Full-Service Community Schools

The ecology of schooling was the cornerstone on which the full-service community schools, and later, the school-linked social services models were constructed. Full-service community schools arose out of the concept that, in order to succeed, all students should have all of their needs met, including non-academic needs. Joy Dryfoos, notable researcher and youth advocate, has been instrumental in illuminating the nature of adolescent problems and the need to mitigate them by providing interventions through full-service community schools. Her work is significant and relevant for those who want to understand and implement a modern day full-service school.

According to Dryfoos (1994), the school is the proper setting where health, mental health, and other services are provided. The full-service community school model places the emphasis on prevention. Further, Dryfoos argues that full-service schools

work to address the ecological needs of children and families by implementing prevention and intervention programs early.

Dryfoos calls for a “revolution in the delivery of health and social services for children and families” (p. 205). She contends that children are distracted from learning when they come to school hungry, tired and/or abused. She advocates that ideally the school becomes the “hub” that provides all the services that students need. This new model of schooling requires collaboration and input from the community.

Background: A Movement toward Coordinated Services

The impetus behind the movement to coordinate services derives from concerns pertaining to the failure of the current fragmentation of social services delivery (Chaskin & Richman, 1992). Service coordination efforts across the nation vary in their scope. In some states, efforts toward service coordination have remained state-level programs, with interagency cabinets or councils working to blend programming. In other states, the programs include encouraging corresponding development of local interagency councils, with the idea of extending the latitude of service coordination vertically from state to locality. Yet other states have promoted local service coordination, but without a parallel development among the state agencies themselves. Some local service coordination models exist with little to no participation at the state level (Crowson & Boyd, 1993).

Further, Crowson and Boyd (1993) note three major intellectual perspectives that are leading the development of school service coordination. First is a restored appreciation of the ecological relationship between schools, families, and neighborhoods. School leaders have always known that students’ personal lives affect their success in school. They maintain that public services administered by parks and recreations agencies are just as important to a student’s development as their school.

The second intellectual perspective is the belief that education is an investment in children. Many parents advocate the importance of education and are willing to make sacrifices to ensure that their children receive access to the best educational opportunities available. Society deems education a worthwhile investment in creating human capital that can maintain and enhance the nation’s economy. Crowson and Boyd (1993) cite several arguments regarding the latest extension of the investment construct.

Investment in educational services for at-risk students may produce few benefits if not matched by complementary investments in improved health, housing, nutrition, and other services. Additionally, they note, partnerships between schools and organizations are vital. The investment of resources, particularly human talent, is now essential for school improvement in urban communities even more than the public tax dollars. Finally, they argue that schools are no longer the objects of investments but “as an important investor in its own right” (Crowson & Boyd, 1993, p. 146).

The third and final intellectual perspective Crowson and Boyd designated is the *child development emphasis*. The research cites the work of James Comer who argued the existence of a necessary linkage between care and education in a developmental sense. “Successful development cuts across home and school, does not separate

Researchers agree that children and families must receive health and social services (including counseling, tutoring, family planning, day care facilities, employment training, and placement) within their social context.

Schools have become the locus of choice for collaborative programs. Gomby and Larson (1992) explained why schools should serve as the major location for a multitude of agencies that provide services for children.

academic and social, moral, and emotional development, and incorporates all of the resources of the school (including parents) into a common blending of care and education” (Crowson & Boyd, 1993, p. 147).

Researchers agree that children and families must receive health and social services (including counseling, tutoring, family planning, day care facilities, employment training, and placement) within their social context. However, debates exist regarding which model of service integration is the most effective. Chaskin and Richman (1992) argue for a community-based model “in which a diversity of service providers, administrative contexts, and institutions work under collaborative governance in a system of linked services” (p.107). In this model, the school plays a lesser role and the community, such as churches and synagogues, libraries, and community centers, play an integral part in the affairs of the neighborhood children. In the school-based model, the school is the dominant player. In the school-linked social services model, the school is a collegial partner. According to Crowson and Boyd (1993), the school-linked model seems most successful.

School-Linked Social Services

School-linked services provide students and their families with centralized access to a range of services and supports through the local schools. These services are a lifeline intended to assist at-risk students and their families overcome the barriers that impede their growth and ultimate success. The children’s services movement has its origins in the Progressive Era. During this period, philanthropists and reformers sought to improve the lives of immigrant families in urban schools by linking schools with targeted social service initiatives such as health and mental health programs, nutrition and housing assistance, and employment training.

This effort in child services took on new strength during the 1960s “War on Poverty” when family-focused efforts were re-established that targeted particular groups for compensatory aid. The “Cities in Schools” program created in the 1970s became an innovative program, which views problems of neglect, abuse, emotional stress, and undernourishment as interrelated problems that often occur in students’ private lives but have a profound effect on in-school performance (Smrekar, 1988).

Schools have become the locus of choice for collaborative programs. Gomby and Larson (1992) explained why schools should serve as the major location for a multitude of agencies that provide services for children. They argue that schools are enduring institutions that play a critical part in the life of communities. Schools have played this role in the past (Smrekar, 1998), and as a result can deliver these services to children and their families in a less stigmatizing manner. These and other scholars provide a compelling argument for school-linked social services.

Schorr and Schorr (1988) believe that the improvement of current multifaceted social problems rests in partnerships between schools and social services. Based on her research on risk and protective factors, she identified risks that affect the lives of children. Some of these include:

- premature birth
- poor health and nutrition
- child abuse
- teenage pregnancy
- delinquency
- family stress
- academic failure
- persistent poverty
- inaccessible social and health services
- inadequate housing
- medical treatment
- schools

Schorr and Schorr (1988) argue that these risks require a societal response, not simply a response from the at-risk student or family. They contend that there is ample evidence and information available on both risk factors and effective interventions to guide action. They also distinguish three principles that encapsulate the role and function of collaborations in breaking the cycle of disadvantage:

1. A call for intensive, comprehensive services that address the needs of the “whole” child and community;
2. A recognition that the family should be supported, not displaced, by other social institutions; and
3. A shift in efforts from remediation to early intervention and eventually to prevention.

Addressing the needs of the whole child is paramount if schools are to educate students successfully (Dryfoos, 1994; Gomby & Larson, 1992; McWhirter et al. 2007; Schorr & Schorr, 1988).

Researchers John Kalafat and Robert Illback (1998) completed a three-wave qualitative evaluation of 32 family resource and youth service centers (FRYSCs) in the state of Kentucky. This study, done in the beginning stages of FRYSC adoption statewide, helped create program descriptors and implementation strategies used as a basis for training new FRYSC program coordinators. There was little analysis conducted by the researchers but more reporting out of parent and site coordinator responses. The results were beneficial to new FRYSC coordinators.

One element surmised from the Kalafat and Illback (1998) study is that the FRYSC model improved parental interaction in the schools. Additionally, site coordinators could possibly be overwhelmed with the variety of hats they must wear to ensure that students feel connected, parents are receiving needed services (i.e., clothing donations or school supplies), and school personnel are linked with students’ parents.

Some research findings on family resource centers may be valuable in the study of youth services centers. Smrekar (1994) found FRC’s established as separate and apart from schools. By design, these centers have a separate entrance from the school. The schools do not view site coordinators as school employees. Additionally, Smrekar

observes that having the center separated from the school furthers the disconnection between parents and the school; parents make a connection with the centers whereas teachers find them remote. “The irony,” Smrekar explains, “rests in the fact that the centers were created to help link families with the social services that would enhance family functioning, with schools as the linkage point and nexus for intervention” (Smrekar, 1996a, p.18). On the other hand, this symbolic removal from the school establishes a sense of confidentiality for parents, especially when many of the services the parents may inquire about are personal.

Jackson, La Point, Towns, and Butty (2001) conducted a study of a resource center at a talent development high school. Their research revealed that families are considered by school staff as a part of the problem of educating students rather than as a resource. As a result, families remain marginalized in schools, especially in secondary schools. These researchers also concluded that family involvement is low at the secondary level due to adolescents’ quest for independence. Students do not want their parents to be visible in schools or to be active in their education. After surveying parents who had the opportunity to participate fully in the school’s resource center, the researchers found these family members personally invested in the success of the resource center. Jackson and colleagues go on to say that when family and community members receive an invitation to participate in students’ education in a meaningful way (e.g., when they are seen as assets, partners, or allies), they typically rise to the occasion and contribute significantly.

Children’s Services: A New Paradigm

Current research demonstrates a renewed interest in the children’s services phenomenon. Crowson, Smrekar, and Bennett (in press) describe the tension that exists in the debate over improving education through providing services to families and children. They argue that since the NCLB era of accountability, which aims to reduce the “achievement gap,” the debate has enlivened over matching “expectations of both equal opportunity and instructional effectiveness” (p.2). They contend that central to the debate is the belief that “schools can, versus those who believe the schools cannot, do-it-alone in reducing the achievement gap” (p.2). The authors examine the school’s can’t-do-it-alone perspective. They establish the following:

The position here is that there are many children’s learning difficulties stemming from conditions of concentrated poverty, poor health, inadequate nutrition, and other external forces. Reducing the achievement gap, it is claimed, requires help for the school via strengthened school-community relationships, particularly through a vehicle of “wrap around” social and health services for individual students and their families, brought more effectively to bear in improving scholastic performance (p.3).

Crowson, Smrekar, and Bennett (in press) have conceptualized the new paradigm in the children’s services movement as containing:

This new paradigm is finding new strength because of the “recognition that improved classroom learning is a community-wide responsibility and very much a civic good” (p. 28). The goal is to shift from “governing schools” to “governing learning.”

1. Vital elements of social context and capital development for communities in the interest of instructional improvement;
2. The foundations of viable and varied partnerships for learning between schools and their communities; and
3. Sources of very direct and focused supports for improved classroom learning through community linkages.

Crowson, Smrekar, and Bennett (in press) reference the United Kingdom (U.K.) model, which has gained popularity and considerable appeal from its inception through today. The U.K. model works jointly to provide full-service schooling and community-focused schooling. This is called the “New Localism” in the educational policymaking in the U.K. “The new localism in the UK has represented a devolution of power to local governmental agencies, but only within a framework of national priorities and goals,” says Crowson, Smrekar, and Bennett (in press, p. 6).

In short, the authors agree that in this new era of accountability, it is a requirement to provide “hard” evidence of how children’s services improve achievement gains. This new paradigm is finding new strength because of the “recognition that improved classroom learning is a community-wide responsibility and very much a civic good” (p. 28). The goal is to shift from “governing schools” to “governing learning.” This contemporary notion is *avant-garde*.

Social Capital: Patterns of Parent Involvement, School-Community Relations, and School-Staff Functional Relations

Coleman (1988) defines social capital as the norms, including the social networks and the relationships between adults and children that are of value for the child’s rearing. According to researchers, the concept of social capital gives an integral method in determining the level of student connectedness. Strong social bonds, featuring high levels of interpersonal trust and norms of reciprocity, characterize school cohesion. The social capital concept is not new, but it has received recent attention over its conceptualization and political implications of its meaning.

Kawachi and Berkmann (2000) believe that social capital is the cornerstone of social connectedness in communities. One can deduce that individuals do not possess social capital; social capital is a reflection of the structural features of social relationships surrounding the individual. In this case, one ought to consider social connections and the social capital embedded within those connections as a feature of the community to which the individual belongs (Kawachi & Berkmann, 2000).

Additionally, students with parents who possess social capital tend to be more involved in their child’s education, which encourages student success in school. Past research suggests that socioeconomic status plays an important part in the educational aspirations of children. Lareau (1989) argues that social class influences students’ educational achievement and affects schooling because social class “shapes the resources which parents have at their disposal to comply with teachers’ requests for assistance” (p.2). He further explains the following:

Social capital is necessary for parents, students, and the in-school community as they positively and constructively relate to each other.

Although parent involvement is positively linked to school success, many parents are not as involved in schooling as teachers would like. This lack of involvement is not random: social class has a powerful influence on parent involvement patterns (Lareau, 1989, p. 3).

Crowson and Boyd (1993) write “it makes good sense for schools in some neighborhoods to reach out into the community in an attempt to strengthen the ‘social capital’ available to children in the community” (p.146). They posit that the wellbeing and objectives of the school are furthered if the school itself invests greatly in the creation of a feeling of community and works hard to cultivate fruitful relationships with and among families. Crowson and Boyd (1993) reiterate that in many impoverished areas public schools are one of the few remaining community institutions.

Social capital is necessary for parents, students, and the in-school community as they positively and constructively relate to each other. For those lacking the necessary social capital to successfully complete K–12 education, the Jefferson County Youth Services Centers are intended to aid them. As such, this confirms the need for school-linked social services as a “justice” lever, which will promote success for all students through the work of the youth services centers.

An Overview of Kentucky Reform and Jefferson County Public Schools (JCPS)

Background and Context of the Jefferson County Public Schools' Family Resource and Youth Services Centers

The 1983 seminal report, *A Nation at Risk*, revealed the dismal state of this nation's educational system. It generated a new era of education reforms, which fostered national debates between politicians, policymakers, and researchers among others. As a result, states began to introduce sweeping legislations, and many education reform movements began to gain traction.

The Kentucky Education Reform Act (KERA) of 1990 established the Kentucky Family Resource and Youth Services Center (FRYSC). The unprecedented passage of this legislation by the Kentucky General Assembly provided a unique state-level partnership between the Kentucky Department of Education and the Cabinet for Health and Family Services. These partners share the responsibility of implementing and sustaining the centers across the state for the local education agencies (FRYSC School Administrators' Guide Book, p. 4). This law decisively altered the Kentucky public education system. With the passage of KERA, Kentucky became a leading state in education reform, with the creation of FRYSC, school-based decision making (SBDM), and highly skilled educators program (HSE), as well as other programs. KERA adopted a comprehensive approach to education that addressed the needs of the whole-child, including their nonacademic needs. This was a departure from the accountability-only model of the recent *A Nation at Risk* report. An interagency task force of 16 members comprised of a representative from various government agencies and groups formulated the FRYSC implementation plan. The Kentucky Education Reform Act of 1990 stated the following:

The task force shall be appointed and begin to meet immediately upon July, 13, 1990, to formulate a five-year plan establishing family resource and youth services centers designed to meet the needs of children and their families. The centers shall provide services, which will enhance students' abilities to succeed in school (KERA, Kentucky Senate Bill 86).

This pivotal law is clearly nested within the ecology of schooling model developed by Bronfenbrenner, which was described above. Though KERA was in response to the Kentucky Supreme Court ruling that schools were inefficient and inequitable, the Kentucky legislators were forward thinking with the establishment of KERA. It was the most extensive education reform act in the history of America. The legislation completely restructured Kentucky educational system in the areas of finance, curriculum, and governance. KERA is a unique and essential policy approach to improving schools and increasing student achievement.

Notwithstanding, the creation of FRYSC was controversial because many citizens were concerned that the state was becoming too involved in the private affairs of families. Moreover, many felt the program required schools to do too much. There have

The goal is for the center either to link students and families with the proper community agencies or provide direct community services. These services must “include prevention, intervention, and transition, and must be culturally and racially sensitive and responsive to the communities served” (Olasov & Petrillo, 1994, p. 59).

been modification to KERA since 1990, but the FRYSC remains unchanged (Denton, 2009).

As of 2008, there are currently 820 centers serving 1,166 schools throughout Kentucky. The number of students enrolled in schools served by FRYSCs is 612,741. Schools with at least 20 percent of the student population eligible for free- or reduced-price lunch may apply for a state grant to support these centers. The mission of these school-based centers is to promote early learning and successful transition into school, academic achievement, and well-being, culminating in graduation and transition into adult life. Each center has a unique blend of programs depending on location, available resources, local need, and community input. Cibulka and Kritek (1996) state, “the impetus for coordination of services, then, comes from a growing realization of the desirability of a holistic approach to child development and learning” (p. xvi).

The goal of the FRYSC is to meet the needs of all children and their families who reside in the community or neighborhood served by the school in which the center is located (Kentucky Cabinet for Health and Family Services, 2008). The goal is for the center either to link students and families with the proper community agencies or provide direct community services. These services must “include prevention, intervention, and transition, and must be culturally and racially sensitive and responsive to the communities served” (Olasov & Petrillo, 1994, p. 59). In short, the program’s goal is to assist families and students in finding local answers to nonacademic challenges that hinder student academic success (Denton, 2009).

Description of FRYSC Program Components

While the goals of the family resource and the youth services centers are the same, their core components are different. Jefferson County Public Schools’ website details the following:

Family resource centers serve one or more elementary schools (children under 12 years of age). The following are core components:

- Preschool child care for children 2 and 3 years of age
- After-school child day care
- Families in training
- Parent and child education
- Family literacy services
- Health services or referrals to health services

Youth services centers serve one or more middle and/or high schools (children 12 years of age and older). The following are core components:

- Referrals to health and social services
- Career exploration and development
- Summer and part-time job development (high school only)
- Substance abuse education and counseling

- Family-crisis and mental-health counseling (Jefferson County Public Schools Family Resource and Youth Services Centers [JCPS FRYSC], 2010a)

FRYSCs may serve more than one school and may combine the family resource center with the youth services center to serve either “birth through eighth grade or birth through 12th grade” (Denton, 2009). Additionally, centers may serve any resident in the community whether or not they have children enrolled in the school. Both family resource and youth services centers give referrals to health and social services. While these two types of centers have different core components, the overarching goal of the policy is to “provide services which will enhance students’ abilities to succeed in school” (Kentucky Cabinet for Health and Family Services, 2008). FRYSCs have been a part of Kentucky Public Schools for almost two decades and serve as a model for school districts around the nation.

Jefferson County Public Schools (JCPS) Profile

According to the National Center for Educational Statistics, Jefferson County Public Schools (JCPS) is the 30th largest urban school district in the nation (M. Munoz, personal communication, September 15, 2009). JCPS consolidated the county and city system; therefore, the district consists of urban, suburban, and rural areas. Jefferson County Public Schools boasts 90 elementary schools, 24 middle schools, 21 high schools, and 20 other learning centers, which serves a student body population of 98,000 (Jefferson County Public Schools, 2010a). Based on an affirmative action report dated August 31, 2009, JCPS has 18,106 employees, which consists of over 6,403 teachers. The employees are 77 percent White, 22 percent African-American, and less than 1 percent Latino/Asian (M. Munoz, personal communication, September 15, 2009).

The county’s demographics are about 58 percent White, 38 percent African American, 2 percent Asian, and 1.3 percent Hispanic (M. Munoz, personal communication, September 15, 2009). In an effort to maintain diversity and educational quality, Jefferson County formed an impressive student assignment plan, which first came under scrutiny in 1998. Assignment of students stood contingent on the racial makeup of each school, no less than 15 percent and no more than 50 percent Black. JCPS defines race as Black and “Other.”

After a series of lawsuits concerning the use of race in their student assignment policy, JCPS found themselves at the epicenter of a historic U.S. Supreme Court Case, which challenged their use of race in student assignments. On June 28, 2007, the U.S. Supreme Court ruled in a 5-4 decision, “that the current student assignment plan does not meet narrowly tailored and compelling interests criteria in its use of race” (Meredith v. Jefferson County Board of Education, 2007). Consequently, Jefferson County had to discontinue their student assignment plan.

In an effort to retain JCPS’s history of providing educational and financial equity among the districts’ schools, Superintendent Sheldon Berman recommended to the Board of Education that the district revise the student assignment plan. On May 28, 2008, almost one year after the monumental U.S. Supreme Court decision, the school board

members voted unanimously to approve the superintendent's new student assignment plan. The plan is comprehensive, but the significant elements include:

1. Organizing the district into two geographic regions based on multiple demographic factors;
2. Expanding the definition of minority students from African-American students to all students who are non-white;
3. Arranging elementary schools into six contiguous clusters;
4. Assigning students to schools in which they reside;
5. Schools may have no less than 15 percent and no more than 50 percent of students who reside in Geographic Area A; and
6. During the 2008-2009 school year, students in grades 1 – 4 may remain in their assigned schools unless their home address changed (Jefferson County Public Schools, 2010b).

This new plan began with the 2009-2010 school year. The district was innovative in formulating their new assignment plan, which allows them to keep their rich history of maintaining diversity and equity among schools.

Superintendent Berman's vision for the students of Jefferson County expanded to include a renewed and focused interest in addressing the needs of the whole child. This was a bold stand in this post-No Child Left Behind (NCLB) era. In an era of accountability and testing, Superintendent Berman was willing to risk his political capital by promoting a more child-centered and whole-person approach to educating students, which is the intent of the FRYSC. His vision and goals for the students of JCPS are explicit and available on their website.

JCPS Program Operations and Funding Allocations

There are 95 FRYSCs in Jefferson County, which serves 131 schools (elementary through high school). The budget to operate these centers for the 2009 fiscal year was \$7,873,038 (JCPS FRYSC, 2010b). The FRYSC are funded 100 percent by the state of Kentucky. Currently, the rate for fiscal year 2010 is \$203.00 per student (T. Nalley, personal communication, October 16, 2009). The school's free- and reduced-lunch rate determines funding allocations. "The minimum allocation of funding is calculated on an assumed minimum of 165 free school meals for eligible students, up to a maximum number of 450 students" (FRYCS School Administrators' Guide, p. 62).

The funding allocation ranges from a minimum of \$33,495 to a maximum of \$91,350. In order to receive these funds, JCPS has to submit the "Intent to Apply Form" to the Division of FRYSC, which is used to calculate the number of students' eligible for free and reduced lunch. These funds are directed to each district for disbursement. JCPS allocates the coordinators' salaries and distributes the remainder to the 95 centers based on their free- and reduced-lunch count. Centers cannot go below or above the funding allocation, and they are guaranteed a coordinator (T. Nalley, personal communication, October 16, 2009).

The coordinators are expected to implement the centers' goals and serve in an administrative capacity. They are required to have a bachelor's degree (T. Nalley, personal communication, October 16, 2009). According to Kalafat and Illback (1998), there are no specific background requirements for filling this post. Kalafat and Illback (1998) found "coordinators' backgrounds vary considerably, ranging from a variety of human service professionals and educators to paraprofessionals such as a retired coal miner and a factory worker" (p. 576). The centers are located in single offices or a suite of offices in school buildings or in trailers on school grounds.

According to Michael Kirst (1991), the initial implementation of the FRYSC proved difficult because coordinators received little or no orientation, aside from the required annual FRYSC conference. Michael Kirst (1991) forewarned stakeholders of unresolved administrative issues in children's services (e.g., splintered professional preparation, turf battles, weaknesses in leadership gaps, among others). YSC coordinators had few guidelines concerning the start up and operation of their centers. Consequently, coordinators relied on informal peer networks in their area. "This lack of central direction may have unintentionally facilitated the creativity and empowerment of coordinators, and may have increased the variation in program approaches," confirmed Kalafat and Illback, (1998, p.576).

Professional Development

The Division of FRYSC offers a vast array of professional development opportunities for YSC coordinators. All coordinators are required to attend the semi-annual new coordinator orientation. In addition, all coordinators are required to attend quarterly regional FRYSC's meetings that offer information, training, and networking opportunities. There are other statewide and regional meetings and conferences available for coordinators geared toward specific training and topics of interest identified.

JCPS is responsible for training coordinators on appropriate policy and procedures for the expenditures of YSC funds. The coordinator may choose to raise additional funds to aid with programs and hire support staff. Each center has an Advisory Council who oversees budget planning and spending, and reviews financial reports at each meeting.

Project Rationale and Overview of Study Sites

In order for prevention and intervention models to be successful, they must happen in relevant contexts of development that include schools. Secondly, interventions that coordinate services across multiple contexts of development and include work directly with families have the most success in reducing problem behavior and enhancing achievement for at-risk and high-risk youth.

For these reasons, this Capstone project focuses on school-linked social services in the middle school context. Additionally, the rationale for selecting middle schools as the context for this project was because of the design of middle schools. After the demise of the junior high school model, middle schools were created in an effort to keep similar age groups in the same setting. Students in grades 6 – 8 share similar developmental characteristics and are facing many of the same challenges that come with the pre-adolescent and adolescent stages (De Vita, Pumerantz, & Wilklow, 1970).

Though boys and girls differ greatly in their developmental growth, researchers approve the middle school model for student exploration of self. Eccles (1999) confirms, “During these years children form a personal identity, a self-concept, and an orientation toward achievement that will play a significant role in shaping their success in school, work, and life” (p.31). The middle school student brings various issues to sort through, and it serves as a major transition period between elementary school and high school. “A true middle school recognizes this unique stage of development and moves adolescents through this transitional period with the least amount of frustration and the greatest amount of success” (Simpson, 1999, p. 7).

The youth services centers provide for the unique needs of the middle and high school students. As explained by De Vita, Pumerantz, and Wilklow (1970), “The middle school is a philosophy and belief about children, their unique needs, who they are, and how they grow and learn” (p. 26). If the middle schools address the child’s basic needs, mental health, and other critical areas, students have a greater chance at success in high school and beyond.

The Study Sites – A Portrait of Three Schools

Currently, JCPS’s middle school student body population is comprised of 20,439 students, which breaks down as follows: 9,850 (48 percent) females and 10,589 (52 percent) male (see Appendix A). There are 54 percent White, 36 percent African Americans, 5 percent Latinos, 2 percent Asian, and 3 percent in the “other” category (M. Munoz, personal communication, September 15, 2009). As mentioned above, three of the district’s middle schools are the focus of this study. A description of each school follows.

Urban Middle School. Urban Middle School has a rich history in the Portland area of Louisville. The school opened in the late 1920s; the first class to graduate from the present building was the class of 1928. However, the Portland neighborhood is one of the poorest areas in western Kentucky, and at one time, Urban was not a desirable school for students to attend. Many students come from a downtown Louisville housing

The youth services centers provide for the unique needs of the middle and high school students. As explained by De Vita, Pumerantz, and Wilklow (1970), “The middle school is a philosophy and belief about children, their unique needs, who they are, and how they grow and learn” (p. 26).

project. Urban has a free- and reduced-lunch rate of 91.3, the highest in the district (2008-2009 school year). The free and reduced-lunch rate is a key poverty indicator. In December of 2008, Urban reported 489 students enrolled. Urban offers a wide range of programs for students' success in school. One of their star programs, AVID (Advancement Via Individual Determination) provides enrichment to support students who are preparing to attend college.

Urban also offers extended school services, Safe Schools club, and the Sports Club education programs, as described on JCPS's website. Urban Middle School's student body population breaks down as follows: African Americans (58.28 percent), White (34.05 percent), Latino (2.76 percent), Asian (0.61 percent), and other (4.29 percent). The student characteristics are 55.83 percent male and 44.17 percent female (see Appendix A). The 2008-2009 JCPS Comprehensive School Survey data provided the data, which had a response rate of 86 percent. The 2008-2009 staff demographics at Urban Middle are 7 percent African American males, 12 percent African American females, 24 percent other males, and 56 percent other females (C. Shield, personal communication, October 14, 2009). Also, additional demographics for each school are found in Table 1.

Midpoint Middle School. Midpoint Middle School opened its doors in 1998. It is a community school in the Cane Run area of Louisville. The school offers a variety of programs for its students. It is a math, science, and technology magnet school. They offer advanced programs for students who meet the eligibility requirements. Midpoint is a Title I school and provides extended school services as well as many after school activities and various clubs. It also houses the youth services center, which provides additional services to its approximate 1,100 students. At the time of this study, the 2008-2009 free- and reduced-lunch rate was 68 percent.

The student characteristics break down as follows: African American (36.02 percent), White (56.86 percent), Latino (3.04 percent), Asian (1.05 percent), Indian (0.10 percent), and 2.93 percent "other." The gender characteristics are 56.02 percent male and 43.98 percent female students (see Appendix A). The 2008-2009 Jefferson County Comprehensive School Survey provided the data, which indicated an 89 percent response rate. The 2008-2009 staff demographics for Midpoint are 5 percent African American males, 11 percent African American females, 23 percent other males, and 61 percent other females (C. Shield, personal communication, October 14, 2009).

Midpoint's mission statement reads, "The Midpoint Middle School community, recognizing the uniqueness of its students, is committed to promoting student centered excellence in academics, developing social skills, and providing a safe environment that encourages lifelong student success" (Jefferson County Public Schools, 2010c). Students adhere to a uniform dress code.

Magnet schools in the United States grew out of a response to remedy racial segregation in school enrollment. Jefferson County Public School boasts many magnet programs throughout the district. Their annual *Choices* magazine features these schools. It provides descriptive information on every school in the district. This magazine is an aide for parents in selecting the right school for their child. Any student can apply to

magnet programs because these programs exist across the district. The district provides transportation.

Heights Middle School. Heights Middle School is a magnet school, which opened in 1974 as the district's first middle school. Today, it is one of the county's largest middle schools with about 1300 hundred students enrolled.

Heights is the only middle school in the district that offers a gifted and talented program. Other offerings include the advanced program, English as a Second Language (ESL), and the Exceptional Child Education (ECE) Program. They also house the visual and performing arts optional school, which has received national recognition. Heights is proud of its unique and diverse student body population. Forty-five percent of the student body comes from within Heights's residential area and other designated programs, and 55 percent are enrolled in the magnet program. Heights' students represent almost every zip code in the county. They also house one of the district's largest middle school English as a Second Language (ESL) program. Recent immigrants make up approximately 10 percent of the school's enrollment. They represent various countries around the world, which represents about 20 different languages (Jefferson County Public Schools, 2010d).

Additionally, Heights' free and reduced-lunch rate at the time of this study was 48 percent, which is lower than the district's average of 57.8 percent. The student body ethnic composition is 35.72 percent African Americans, 55.76 percent White, 2.43 percent Latino, 3.17 percent Asian, 0.11 percent Indian, and 3.27 percent Other. The school's gender characteristics are 38.75 percent male and 61.25 percent female students. The 2008-2009 Jefferson County Comprehensive School Survey offered the data, which indicated a 73 percent response rate. The 2008-2009 teacher demographics for Heights Middle are 1 percent African American males, 11 percent African American females, 23 percent other males, and 61 percent other females (C. Shield, personal communication, October 14, 2009).

Methods

Project Design and Methodology

During the summer of 2008, I met with the client and various FRYSC's coordinators to introduce the FRYSC and discuss its goals and challenges. Initial project questions were developed and refined after preliminary review of the extant literature and the initial results of the data analysis. In order to address the project questions in a rigorous and systematic method, I implemented a qualitative design. These included interviews, observations, the 2008-2009 JCPS Comprehensive School Survey, and NSA0004 Step 07 Referral Totals by Category report by schools and district (see Appendix B and C respectively). YSC documents and literature were used as supplemental materials.

The qualitative research design permitted me to explore the interviewee's opinions in depth and allowed for elaboration of existing concepts. This inductive method allowed me to gain a broader perspective and gain a deeper understanding of the phenomenon by working with the data. This qualitative design best suits the research questions, which called for fieldwork. Patton (2002) notes the following:

The data for qualitative analysis typically come from fieldwork. During fieldwork, the researchers spends time in the setting under study—a program, an organization, a community, or wherever situations of importance to a study can be observed, people interviewed, and documents analyzed (p.4).

The YSC is available to all students in the school. Due to time and other constraints, students were not included in this project. However, the JCPS Comprehensive School Survey, administered to all students, was used as a measure of school climate for Heights, Midpoint, and Urban. Additionally, this project was open to all faculty and administrators in each school but due time and cost constraints, only six participants per school participated. In reporting the data, I created two categories: 1) teachers, which included content and exploratory teachers; and 2) administrators, which included principals, YSC coordinators, and school counselors. The entire school district will benefit from the results of this project.

Socioeconomic demographics and geographic location determined the school sites. The schools' free- and reduced-lunch rate determined its socioeconomic status. Table 1 depicts the number of students enrolled in each school, free- and reduced-lunch rate, type of school, and geographic location. As mentioned above, additional demographics are found in Appendix A.

The rationale for this project was to apply the purposeful sampling approach. The objective was to sample cases that differ in some characteristic such as free- and reduced-lunch participation rate.

Table 1: JCPS Study Sites (n = 3)

Middle Schools	Number of Students Enrolled	2008-2009 Free/ Reduced Lunch Rate	Type of School	Geographic Location
Urban	489	91.3 (high poverty)	Title I	Northwest
Midpoint	1100	68.0 (medium poverty)	Title I (3 magnet programs)	West
Heights	1300	48.0 (low poverty)	Traditional with magnet programs	Centerwest

The rationale for this project was to apply the purposeful sampling approach. The objective was to sample cases that differ in some characteristic such as free- and reduced-lunch participation rate. Because the JCPS FRYSC director had easy access to the free and reduced lunch rates of the schools and was familiar with the geographic locations of the schools, the FRYSC director suggested a low poverty, medium poverty, and high poverty school for the study. The district's average free- and reduced-lunch rate for middle school is 57.8 percent. The middle school range goes from a low of 18.5 percent to a high of 91.3 percent (M. Munoz, personal communication, October 1, 2009).

I received a JCPS directory with pertinent information on all schools. Upon reviewing the schools' demographics and consulting with JCPS, three middle schools were selected. Due to time and cost constraints, the study was limited to three sites. I contacted the YSCs coordinators via e-mail and a follow-up phone call to discuss the project and to arrange the interviews with the participants.

Teachers, guidance counselors, and the school principal were the key actors in the study. Each coordinator selected the teachers based on the criteria and the teacher's availability at the time of the interviews. Though this may have allowed for selection bias, the methods used to analyze the data addressed any potential bias. Additionally, I interviewed the district's FRYSC director to gain a district perspective of the YSC.

The one-on-one interviews were conducted over a three-day period in December 2008. I returned May 15, 2009 to complete the final interviews. These interviews took place at each school site in an office or classroom. I interviewed the FRYSC director in her office located in JCPS administration building. This was appropriate because it was the participants' natural setting. Participants responded to mostly open-ended questions. As a way of strengthening internal reliability, all interviews were audiotaped (30 to 60 minutes) and were professionally transcribed verbatim.

Data Analysis

Following the interviews, I constructed an analytic memo, which provided an opportunity to review the primary research question under study, record initial impressions, interpret what the initial data may suggest, and identify any common themes (Patton, 2002). These data were organized using the concept-clustered strategy and were content analyzed. Content analysis allows the researcher to identify patterns or themes that emerge from the data (Patton, 2002).

The 2008–2009 JCPS Comprehensive School Survey results and the annual Referral by Category Report (NSA0004 Step 07) for Urban, Midpoint, Heights, and the JCPS district were used to provide cross-data validity checks (see Appendix B and Appendix C).

The interview protocol was used as a template for ease in organizing the data. The respondents' responses were placed into key concepts. A matrix was developed to arrange the data. I then created a second matrix to refine the data and capture key quotes, which richly described and conveyed important themes and patterns.

Some of the interview questions addressed the behavior/suspension and academic intervention goals of the YSC. I asked teachers and administrators to provide specific intervention programs that affected student's behavior/suspension and academic support goals, as these are some of the YSC intervention goals listed on the JCPS FRYSC contact information form (see Appendix E). I placed emphasis on these two intervention goals to offer JCPS meaningful information on key intervention goals.

The data uncovered additional intervention goals, for example basic needs, mental health/counseling, parental involvement, and health services among others. Therefore, these findings were also reported as they were consistent patterns that emerged. This process of synthesizing supported the interpretation of the data.

The 2008–2009 JCPS Comprehensive School Survey results and the annual Referral by Category Report (NSA0004 Step 07) for Urban, Midpoint, Heights, and the JCPS district were used to provide cross-data validity checks (see Appendix B and Appendix C). As Patton (2002) notes “studies that use only one method are more vulnerable to errors linked to that particular method than studies that use multiple methods in which different types of data provide cross-data validity checks” (p.248). Lastly, using multiple methods allowed for triangulation.

Overview of the Sample

The sample was a sample of convenience yet purposive. The following criterion was used to determine eligibility of the YSC coordinators: must have at least three years as a YSC coordinator with JCPS, preferably three years experience at the current site. The selection criterion for the guidance counselors and principals mirrored the site coordinator's criterion. The purpose for this criterion was to ensure that the key actors in this study were familiar with the work of the center. Three years was sufficient time for the participants to become acquainted with the center and school personnel.

The criteria used to determine eligibility of the teachers were as follows: (a) must have at least three years teaching experience with JCPS, preferably at the current site; (b) must be familiar with the YSC's; (c) preferably serving in a leadership capacity as a department chair or team leader; and (d) preferably a 7th or 8th grade teacher. Because of the middle school focus, the purpose for the last two criteria was to allow teachers time to recognize if students were active participants in the center.

The FRYSC's director met the following criteria: (a) must have at least three years experience working in a leadership capacity for JCPS, and (b) must be familiar with the work of the centers. The director was new to this position (e.g., 9 months at the time of the interview), but she had been an elementary school principal for 8 years, which allowed her the opportunity to work with the YSC coordinator. She served in other capacities with Jefferson County over the past 25 years.

The analysis utilized data gathered from the sample of 19 participants, which included 13 females and 6 males. Table 2 provides a visual representation of the number interviewed in each category.

Table 2: JCPS Sample Overview (n = 19)

Category/Group (e.g., teachers, counselors, coordinators, principal, and FRYSC Director)	Number Interviewed
Teachers	9
YSC coordinators	3
School Counselors	3
School Principals	3
FRYSC Director	1
Total	19

The work of the center is accomplished through the site coordinators. Table 3 illustrates detailed features of the youth services center coordinators (n= 3), such as type of school, race, years of experience, education, and career background.

Table 3: Coordinators' Information (n = 3)

Type of School	Low Poverty Heights	Medium Poverty Midpoint	High Poverty Urban
Gender	Male	Female	Female
Race/ethnicity	White	White	African American
Years of education experience	16 years	10½ years	14 years
Years as coordinator at present school	12 years	3½ years	9 years
Years with JCPS	16 years	3½ years	14 years
Highest degree earned	Bachelors Degree in Counseling and Religious Studies	Masters in Social Work and Education Specialist degree	Bachelors Degree in Science
Career background/ previous positions	Ministry background	Counseling	Non-profit

Study Strengths and Limitations

In order to address validity and reliability concerns, the following steps were taken. First, I explained that the information obtained was for the completion of my Capstone Project and that I had no ties to JCPS or in the outcome of the study. In both written and verbal communications, I informed the participants that I was a student at Vanderbilt conducting research on the youth services center. The respondents were informed that participation was voluntary and their responses were confidential. This helped to establish rapport with the respondents. Lastly, I had several classes and one major qualitative project that prepared me to conduct this qualitative research.

The purposeful sample of respondents interviewed does not allow for generalizability outside of KY. The study design and nature of the program is within a local context, and therefore applies to JCPS and other school districts in Kentucky only.

Due to time and cost constraints, I was only able to interview participants at three middle schools, which included three teachers at each school. This limited my sample size. However, the sampling strategy, described above (see overview of sample), does support this study's purpose. "The validity, meaningfulness, and insights generated from qualitative inquiry have more to do with information richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size" (Patton, 2002, p. 245).

In addition, due to the lengthy IRB approval process when interviewing minors, I was unable to interview students. I was also unable to interview parents, who possess vital information concerning the work of the youth services centers and the social capital domain. Therefore, what remains absent, then, in the current study are the voices of the students and parents who participate in the YSC. Relevant findings need to be considered through this filter.

All interviews were audio taped and transcribed verbatim, which strengthened the reliability of the study. The transcripts were used for coding and analysis. Additionally, the observations, interviews, and school-based documents used allowed for triangulation. Triangulation of data sources increases the accuracy and credibility of the findings (Patton, 2002). The process was rigorous and exhaustive.

Lastly, this study, as with any study that is not a controlled experiment, lacks a degree of external validity because it cannot be generalized to other youth services centers across the country. The purposeful sample of respondents interviewed does not allow for generalizability outside of KY. The study design and nature of the program is within a local context, and therefore applies to JCPS and other school districts in Kentucky only.

However, findings do provide information on the work of the YSCs, especially important information concerning respondents' perceptions of students' experiences inside and outside of school; knowledge of family educational/occupational background and parental involvement; the respondent's knowledge of and role within the YSC; and respondents' knowledge of implementation of intervention goals. Additionally, findings provide information on the respondents' perception of program effects on school-community relations and respondents' perception of school-staff functional relations.

Findings suggest that since the initial FRYSC implementation, some issues surrounding design and turf matters have been addressed. Findings suggest that concerns pertaining to the coordinator's role are unresolved. Further, findings suggest that parental involvement varies across schools and students participate in school-sponsored activities regularly at the low and medium poverty schools. These findings can assist teachers, coordinators, school administrators, policymakers, and researchers in obtaining a better understanding of how YSCs operate and achieve various outcomes. These findings have begun to open the "black box" of youth services centers in a way that, to my knowledge, has not been pursued previously.

Findings and Discussion

These next two sections will present the findings and analysis of the interviews. For clarity, they are arranged by project question. The data collected were extensive. For the purposes of this project, I only reported the data that addressed the project questions and informed the recommendations.

Findings: Project Question 1

What are middle school teachers' and administrators' perceptions of the youth services center role and function?

The first project question investigated middle school teachers and administrators perceptions of the YSC role and function. Specifically examining the following:

- What is the role of the YSC?
- What do coordinators do?
- What services are provided?
- How are students served?
- Does the design facilitate implementation of goals and student participation?

Understanding YSC Contexts–Perceptions of YSC Function, Role, and Design

Urban Middle School. At Urban Middle School, the youth services center is located on the first floor on the diagonal of the main office. The location is easily accessible to parents and is visible. The sign posted on the door of the center reads “Youth Services Center.” The center is across from the auditorium and students pass by it frequently. There is regular traffic in the center. As reported in some of the research literature on the work of the FRCs, there did not appear to be a stigma attached to students and families coming to the center because parents were in and out the center on the day of this interview to pick up their children’s Christmas gifts provided by The Angel Tree program.

The coordinator and a part-time clerk staff the center. The coordinator’s office was festively decorated for the holiday. It was a large spacious room with a lounge area with a sofa and a table with four chairs. The coordinator’s desk was arranged by a large window, which provided plenty of sunlight. The clerk’s desk was positioned in front of the room close to the entrance. It was a warm and inviting setting.

At Urban, there were no visible literature or resource materials accessible for parents and students on the services provided by the center. However, the coordinator supplied me with flyers concerning some of the programs and services offered by the center (See Appendix F). She also provided other literature and supplemental materials about the center.

The majority of the teachers agreed that the center was conveniently located and easily accessible to students. Only one teacher interviewed did not agree on the physical location of the center. This teacher was seemingly confused about the actual location of

An administrator proclaimed, “appropriate location – close to the main office and principal’s office in the front of the building. No stigma attached to the center.”

the center and thought it was not easily accessible to students. All of the administrators agreed the center was ideally located and easily accessible to students. An administrator proclaimed, “appropriate location – close to the main office and principal’s office in the front of the building. No stigma attached to the center.” All administrators expressed this sentiment.

The majority of teachers and administrators were unsure of the JCPS core components of the youth services centers as described above. They were familiar with the requirements for obtaining a center and with the procedure for assisting and referring students to the center. Almost all of the teachers and administrators were familiar with the YSC intervention goals.

Midpoint Middle School. Midpoint Middle School’s teachers and administrators understood the requirements for obtaining a center and for assisting and referring students to the center. The coordinator and a part-time clerk operate the center. Teachers and administrators agreed that the center is located in a great location in the front of the building next to the main office and administrators’ offices. The center is clearly marked with a sign posted on the door that says “Youth Services Center.” It allows for easy access for parents and children. An administrator conveyed, “it’s a nice location – lots of traffic and is in the front – I think that it increases the referrals that I get from the faculty and the front office that sends families and students my way.” Teachers all agreed the location was excellent because it was convenient for parents and students.

As with Urban Middle School, teachers were somewhat familiar with the components of the center, but some admitted they were not sure of all of the components. However, the majority of the teachers and administrators were knowledgeable about the intervention goals, and all agreed the center was a vital part of the school. Additionally, teachers and administrators sincerely agreed that there is no stigma attached to students and families who use the center because students and their families visit the center daily.

Heights Middle School. All of the participants at Heights’ Middle School verified they were familiar with the requirements for obtaining a center and for assisting and referring students to the YSC. They conveyed that all students are eligible to get assistance from the center once established at a school. The majority of teachers and administrators agreed that the YSC’s space was too small. The center has two small adjoining offices. The center is located on the second floor near classrooms. The center has a large bulletin board outside of the office that states “Youth Services Center.” Students going to class and to the restrooms must pass the center. There is frequent traffic in and around the center. It is easily accessible to students. On the day of this interview, students were coming in and out of the center to visit with the staff. This center has a full time assistant and a part-time clerk. The coordinator has one office, and the staff shares the other office.

All of the teachers indicated that the center should be located closer to the school entrance and the main office for easier access and visibility. Conversely, the majority of the administrators believed it was a good location because it was on the same floor as the counseling office, which made it convenient for students. As with Urban and Midpoint, teachers and administrators established that there is no stigma attached with students and

Like Men of Quality and Girl Power, I am not sure if it's had a direct influence on suspension or anything. I wouldn't be able to tell you that, but I think any kind of involvement or connection you make with a student is going to make their behavior get better. So, I'm sure it's had some impact on improvement of behavior, but there's no statistic to say that she has helped increase or decrease.

families who use the center because students visit frequently many times just to say hello to the staff.

As with Urban and Midpoint, teachers and administrators were somewhat familiar with JCPS core components. However, many agreed that they had not committed them to memory. The majority of the teachers and administrators were knowledgeable of the YSC intervention goals.

FRYSC Director. At the time of this interview, the FRYSC director had been in this position for nine months. She has been employed with JCPS for 25 years. She has served in various capacities, including 8 years as an elementary school principal. When asked to describe her primary role and responsibilities, the director stated that her role ranges from hiring coordinators and providing coordinators with relevant information to answering questions from coordinators on a daily basis and working with parent involvement groups.

When asked if the center design (location) is appropriate at school sites, the director stated she would prefer a location that is closer to the front of the school and with its own entrance but understands some schools do not have the space. Therefore, she was satisfied with any space. She also indicated that the state of Kentucky only requires 300 square feet for new centers. The older centers are “grandfathered.”

When asked if there were a stigma attached to students who received services from the center, she indicated, “there is no stigma attached to students who use the center, but if there were a stigma, it would be at the more affluent schools where there are fewer [less-affluent] students.” She unreservedly explained that the coordinators work hard to reduce the stigma by providing services for all students.

YSC as Facilitators of Intervention Goals

Urban Middle School. As stated above, providing prevention and specifically intervention services to students advance the work of the youth services center. Teachers and administrators at Urban all acknowledged that the programs that influenced student's behavior and suspension problems at Urban are the Girl Power and Men of Quality programs. In speaking with teachers and administrators, these programs are the two most effective programs that have influenced students' behavior and suspension issues at Urban positively. Teachers and administrators throughout the interview repeatedly referenced these two programs. Teachers and administrators did not know how to communicate their effectiveness because currently they do not know of a way to measure their impact. The following quote exemplified their beliefs:

Like Men of Quality and Girl Power, I am not sure if it's had a direct influence on suspension or anything. I wouldn't be able to tell you that, but I think any kind of involvement or connection you make with a student is going to make their behavior get better. So, I'm sure it's had some impact on improvement of behavior, but there's no statistic to say that she has helped increase or decrease.

Further, teachers all agreed *The Century Program* or TCP Scholars program implemented by the coordinator helps with the academic support goal of the YSC. A teacher explained the following:

That would be the TCP Scholars program, because that is directly linked to the University of Louisville and the children who successfully complete that and leave high school are the first considered for full ride college scholarships at U of L....We are one of two schools to implement this and we partner with the University of Louisville and what happens is that it looks at children who would not be able to afford a college education in any way, shape or form, who come from generational poverty and high crime districts....What they say is if you can maintain your GPA and stay out of trouble...You will be almost guaranteed a full ride...That's huge.

Surprisingly, administrators' responses varied. When asked about programs that helped with academic support, there was no clear consensus. In fact, two administrators could not think of any YSC programs that helped address academic intervention goals. The coordinator offered the following response: "Of course we refer to tutoring services. We don't actually have a tutoring service in the building, but we have extended school services offered here in the building." Urban is a Title I school and offers the NCLB supplemental tutoring services, which is what the coordinator refers to as extended school services. The coordinator also explained that there are many independent tutoring services available to students in the community, which is why she did not implement an independent tutoring service through the center.

Interestingly, when asked if the center was meeting the behavior/suspension and academic intervention goals, teachers and administrators all replied yes. Yet, they concurred that it is hard to measure. The following reply from a teacher adequately supported their reply: "I would say indirectly yes. Can you have data to support it? The answer would be no. Probably if there's an area that you'd want to improve, it would probably be that right there."

When asked, what services are parents and students using the most, teachers and administrators said the Angel Tree, counseling, and basic needs are the services students and families use most. One teacher shared the following:

I would probably say some form of counseling, whether, it's her referring out to Seven Counties or if it's her acting as an informal counselor. Second, most would be in terms of providing uniforms and basic needs of the kids. One thing that I appreciate about her is when I say I am having a problem with this child; she'll say oh, I've had this kid for two years. I know what you're talking about and she'll help me, this is the family situation. So, I don't know if there's data to support what's being done, and maybe that's where the issue is, but there's definitely connections with the families being made at least on the kids I've talked to her about.

An administrator confirmed, “I think they use assistance for clothing, especially at the beginning of the year and sometimes throughout the year, in terms of getting help with uniforms and things like that...and she does the Angel Tree for kids.”

Teachers all agreed that the strengths of the YSC center are the various programs offered students that meet their varying needs. A teacher said it succinctly: “She provides various programs and tries to anticipate what students’ need.” Administrators believe the strength of the YSC rests with the relationship of the coordinator with the community. However, the coordinator related the strength was providing for students’ basic needs, which was in accordance with the teacher’s response. When asked about the weaknesses, they unequivocally agreed that funding and staffing were major obstacles. A teacher indicated that clearly defined roles and better communication with students concerning tutoring opportunities were among the weaknesses of the program. She passionately conveyed that there were too many students for one coordinator to service. This confirms the need for more staff as indicated by all respondents.

Additionally, an administrator suggested the need for additional parental involvement and implementing a growth plan for the coordinator as areas to strengthen. All of the participants believed Girl Power and Men of Quality would hurt the program most if they ceased to exist. A teacher explained “I think the one that {would hurt} the kids the most is the Girl Power and Men of Quality. Those two programs seem to be very powerful with the kids. If those were taken away—and that connection—I think that would be a big problem.” One administrator affirmed the following:

Girl Power is very huge here. They meet once a week and they practice things that involve everyday life, like etiquette, manners, concerns, how to handle yourself in a crowd, how to handle gossip. It teaches {students} social rules and norms that they might not come with and it’s intentional. There’s a payoff at the end because there’s a cotillion that we put on with our kids and all of the girls want to be a part of that. It’s something they want to participate in because they want that pretty dress.

When asked what made Urban’s YSC different from other YSCs, administrators agreed that the relationship the coordinator has with the teachers and the community made the difference. Further, when questioned if the program design at their school allows for more student participation, administrators said that while they service many students, there is always room for improvement. Teachers acknowledged that they could not honestly answer the above two questions, so I did not receive a reply from teachers in this area. The coordinator stated, “I think that there are things about it that can be changed. For us, and I don’t want to keep blaming everything on money, but there are so many constraints, I couldn’t afford to have a clerk.” An administrator stated that to increase student participation, the coordinator should think of new ways of doing things. The administrator disclosed the following:

Yeah, I think there could be more though. I think the coordinator has been here long enough that she has her set programs and it’s become stagnant a little. I think you need to shake it up and change things. Girl Power is wonderful, but is there something else we can do that will have

the same effect—that's not going to be the same every year? You've got to mix it up and offer different things.

Teachers believe the coordinator is doing a great job with the center but some administrators think there is room for improvement.

Midpoint Middle School. As with Urban, teachers and administrators mentioned the difficulty in measuring some of the intervention programs direct impact on students. However, they said that if they had to choose which programs impacted students' lives the most; they would say the counseling services, the peer mediation program, and the Drum Core. According to teachers and administrators, the Drum Core seems to be having the greatest impact on student behavior and suspension issues. The Drum Core is an informal mentoring program available to students who are interested in playing drums. An administrator explained the following:

So it sounds like they are just in there playing drums, but its way more than that and I would tell you that 25 percent of our kids in there are good kids...Then a lot of the other kids that have had trouble in school whether it was behavioral problems or attendance or whatever it may be and they're in there because they're kind of interested in drums, but they're also getting that mentoring and they have someone else {the Drum Core director} that is outside of school, but that they know is going to be checking up on them and providing that guidance and things like that.

Finally, when asked which programs have provided academic support for students, the majority of the teachers and administrators affirmed the family literacy nights and the NCLB supplemental tutoring services have had the greatest impact on the student's academics. A teacher described the following:

The family literacy nights has. It started out as just a time where families just getting together and reading and having activities like that; however, it's turning out to academic base; where we are writing letters or we are doing computer programming; different things like that where the kids are learning different skills and the parents are in there involved with it too. So also to, the kids get extra credit for participating in it. So, I think—academically—it's holding kids accountable and it's making them see the value and different things like that. Also, the tutoring services that we offer through NCLB are really getting kids involved with that. The YSC gets the students registered for the tutoring services.

All of the participants concurred that the YSC is meeting their goals as outlined by JCPS. However, when asked what services do students and their parents use the most? The majority of the teachers and administrators responded that students and their families use the counseling services and basic needs the most. When asked to describe the strength of this center, the majority of teachers and administrators said that the strength of the YSC is the coordinator's ability to reach many students and her likeable personality. They also enthusiastically agreed the center improved since she took over its

A teacher reported, “I think that the thing that I see different than the other places that I’ve been is the number of kids being helped; the volume of kids being helped. I worked with some very nice people at some of the other schools; one of them was very driven by writing grants and getting funding, but not necessarily implementing the programs.”

“It’s hard to do because the work of the coordinator – it’s difficult to make a direct connection. It’s indirectly – taking care of the mitigating factors...”

helm, and there is a tremendous amount of student and parent participation, which they all considered strength.

Teachers and administrators wholeheartedly agreed that the counseling services and the basic needs services would hurt the center most if abandoned. Once again, they stated that their particular site was different from others because of the unique ability of the coordinator to serve students and families and her tireless efforts to remove barriers from students’ lives. A teacher reported, “I think that the thing that I see different than the other places that I’ve been is the number of kids being helped; the volume of kids being helped. I worked with some very nice people at some of the other schools; one of them was very driven by writing grants and getting funding, but not necessarily implementing the programs.” Teachers and administrators value and respect the coordinator.

Heights Middle School. The Choices Program, which stands for Children Have Options in Choosing Their Experiences in their school, has had the greatest impact on student behavior and suspension issues, according to the majority of teachers and administrators. The center does not administer this program; a social worker conducts the program. A grant geared specifically toward students who live in public housing funds this program. The focus is on drug and alcohol prevention as well as gang awareness and life skills. There were other programs mentioned, but this program is more widely accepted as the one that helps with behavior and suspension matters.

There are many programs available for students at Heights Middle School including tutoring services and academic enrichment programs. However, teachers and administrators had no clear consensus on the program(s) that impacted the academic goals of the YSC. Yet, teachers and administrators stated that the YSC is meeting the behavior and academic goals as outlined by JCPS. Additionally, teachers and administrators concurred that mental health counseling and basic needs were services that students and their families used most at Heights.

FRYSC Director. The director explained that while the youth services centers, through the work of the coordinators, provide needed services for students, it is hard to measure which programs or services are having an impact on students. She expressed, “It’s hard to do because the work of the coordinator—it’s difficult to make a direct connection. It’s indirectly—taking care of the mitigating factors...” However, the JCPS FRYSC’s administrator identified basic needs as the primary intervention goal used most by students followed by mental health services. She explained that counseling services seems to help with behavior and suspension issues. The director also indicated that the programs having the greatest impact on the academic support intervention goals are the counseling services, peer mediation, conflict resolution, and Seven Counties. Seven Counties is local provider of counseling services.

Discussion: Project Question 1

What are middle school teachers' and administrators' perceptions of the youth services center role and function?

Understanding YSC Contexts: Perceptions of YSC Function, Role, and Design

Respondents tended to agree that they had relevant information about the work of the YSC and its location. However, there were some inconsistencies concerning the proper location of the site at Urban Middle. Urban Middle School's center is located on the first floor across from the main office, but a teacher did not realize its close proximity to the main office. Yet, the teacher stated that she was familiar with the center and worked with the coordinator.

Heights' teachers and administrators tended to agree that the location of the center was far from the main office. Their office is located on the second floor near classrooms and the guidance office. The findings revealed that all of the teachers and some of the administrators found a first floor location closer to the main office would be best. However, some felt the current location near the guidance suite was also appropriate.

Midpoint Middle School's YSC is located next to the main office, and all of the respondents agreed that this was the best location for the site. All of the respondents across schools agreed that there is no stigma attached to the center. The interviews with teachers and administrators indicated that there is no longer a concern about the YSCs visibility, accessibility, or stigma as past research indicated. Prior research conducted on the FRYSC found that there was a stigma attached to where the centers were located apart from the school (Smrekar, 1994). The data reviewed from the YSCs suggest that this issue is resolved.

YSC as Facilitators of Intervention Goals

Today, parents and students use the centers freely. The number of interventions students participated in throughout the 2008 – 2009 school year further confirms these findings. In the JCPS Referral Totals by Category Report for each school, Heights reported approximately 1,000 participants who received intervention services throughout the year Midpoint reported 2,500 cases, and Urban reported approximately 1,600 cases. These cases may include some of the same students who received multiple interventions throughout the year.

Additionally, the data demonstrated that teachers and administrators did not know all of the core components of the YSC, but the majority of them reported they knew many of the intervention goals. The findings confirmed that coordinators are implementing YSC intervention goals as outlined by JCPS. There was a consistent pattern across all three schools in the types of implementation goals students and their families use most. The descriptive data uncovered that mental health/counseling and basic needs were among the interventions students and their families used most. Further review of JCPS Referral Totals by Category Report uncovered additional interventions.

The interviews with teachers and administrators indicated that there is no longer a concern about the YSCs visibility, accessibility, or stigma as past research indicated.

The descriptive data uncovered that mental health/counseling and basic needs were among the interventions students and their families used most.

All of the participants at Midpoint reported that the coordinator goes “above and beyond” the call of duty for students. The data confirmed this opinion.

Table 4 illuminates the number of students who participate in the YSC interventions. From the various intervention categories available, I selected nine categories to demonstrate across schools, which interventions students and their families used most. JCPS gathered this information from the JCPS/FRYSC Contact/Intervention Form completed by coordinators when a student receives services (see Appendix E). I received this supplemental document during my visit. These categories include attendance, basic needs, behavior problems, life skills, peer relations, academic support, health services, mental health, and parent contact. A few salient categories are described in detailed to demonstrate the variations in the number of recorded cases by school.

First, Urban reported 11 attendance cases (i.e. home visits, letters, phone calls, incentives, truancy court, and attendance clubs); Heights recorded 30 cases; and Midpoint reported the highest number: 538 attendance cases. Second, Urban documented 161 basic needs cases; Midpoint reported 129 cases; and Heights recorded the highest number: 539 cases. Basic needs include clothing/uniforms, financial assistance, shelter/housing, food, school supplies, and holiday assistant among others. Third, Urban reported 51 mental health cases while Midpoint recorded 324 cases (the highest), and Heights documented 78 cases. Mental health intervention includes individual referrals or on-site therapy by mental health service provide. Lastly, Urban recorded 73 parent contacts (i.e., direct one-to-one services with a parent, such as phone calls or conferences); Heights documented 80 cases; and Midpoint reported 396 cases, the highest among the three schools.

These finding were consistent with the descriptive data provided by Midpoint respondents. All of the participants at Midpoint reported that the coordinator goes “above and beyond” the call of duty for students. The data confirmed this opinion. With the exception of Heights reporting 539 basic needs cases, Midpoint recorded the most cases across all the interventions depicted in this table. The coordinator at Midpoint provides an information-rich environment for parents and students on the work of the center and deliberately seeks out faculty support. She is intentional about disseminating information to inform all stakeholders. Teachers at Midpoint are actively engaged in the work of the center via serving on the YSC Advisory Board and volunteering their time to participate and facilitate in center programs. This high level of faculty support and involvement was not as evident at Urban and Heights. Also as mentioned above, Urban and Heights did not have any literature concerning the YSC or its services displayed or easily accessible for parents and students. This could suggest that these sites are not as deliberate concerning educating, informing, and promoting the work of the centers. Therefore, parents and students are not as engaged as the students at Midpoint are. Alternatively, underlying turf issues at Urban and the clear ambiguity of the coordinator’s role at Heights may offer an explanation concerning the different student participation rates across the centers. An alternate explanation for the varying levels of student participation rates in certain intervention goals in these centers may be the lack of funds, space, and adequate staffing as reported by teachers and administrators.

The totals are from July2008 through June 2009. There was very little or no student participation recorded for July (2008), April, May, and June (2009) across all three schools. Most of the student participation appeared to have occurred during the

first semester of school (August through December), though there are referrals recorded for January – March.

Table 4: 2008 – 2009 JCPS Referral by Category (annual totals)

Intervention/Category	Urban High Poverty	Midpoint Medium Poverty	Heights Low Poverty	JCPS
Attendance	11	538	30	22290
Basic Needs	161	129	539	32776
Behavior Problems	74	99	18	5975
Life Skills	39	94	6	3065
Peer Relations	80	108	9	4761
Academic Support/ Issues	57	340	9	23524
Health Services	27	111	7	5571
Mental Health	51	324	78	5341
Parent Contact	73	396	80	23439

Source: Jefferson County Public Schools, Accountability, Research, and Planning

Note: Excerpt taken from JCPS NSA0004 Step 07 Referral Counts by Location/Category

Crowson, Smerkar, and Bennett (in press) recognize the need for centers to reconcile their services to students with “hard” data to account for NCLB requirements of proven achievement gains.

The data described in the findings, the extant literature, and the JCPS survey data answered the first project question. Teachers and administrators were familiar with the YSC, its location/design, purpose, services, and level of student participation. However, teachers and administrators were not as knowledgeable about the core components. Nevertheless, it was clear, through their descriptive answers, that they understood the fundamental role of the youth services center.

It is evident that the majority of the teachers and administrators perceive that the coordinator is successfully implementing intervention goals. The majority of the teachers across schools were able to identify specific programs that helped with the behavior/suspension and academic intervention goals. Administrators did not confirm any specific behavior/suspension or academic programs that addressed these intervention goals. This lack of knowledge suggests administrators may not be familiar with the subsections of each intervention goal as described above. Teachers may be more familiar with the form because it must be completed to initiate a referral to the YSC. It is important to note that one student referral may generate multiple interventions, which may include other categories or sub-categories.

Teachers and administrators all agreed that mental health/counseling and basic needs were among the interventions used most across all three schools. The majority of teachers and administrators agreed that there is no current way to measure the impact of any of the intervention goals. Crowson, Smerkar, and Bennett (in press) recognize the need for centers to reconcile their services to students with “hard” data to account for NCLB requirements of proven achievement gains. Therefore, JCPS should consider further investigation in this area.

Lastly, as mentioned above, a teacher at Urban was unsure of the location and accessibility of the center. In isolation, this would not pose a concern, but since I only interviewed three teachers, I do not know if this suggests a trend at Urban. It was evident

that all of the teachers and administrators at Midpoint and Heights were knowledgeable about the center's design, role, and function. However, this was not the case at Urban. Given I was only able to interview three teachers, I do not know if there are other teachers who possess little knowledge of the center. If this is the case, it is possible that there are teachers who are not referring students to the center. This would pose a serious concern if students' needs were going unmet, particularly the non-academic needs. Therefore, it is imperative that JCPS explore this dimension further as this study only documents a limited number of teachers' perceptions of the YSCs.

Findings: Project Question 2

What is the perceived impact of the YSC on school-community relations and school-staff functional relations? Specifically examining the following:

- What is the role of the coordinator?
- How do coordinators relate to other school personnel?
- What is the nature of parental involvement across schools?

This project question investigates middle school teachers and administrators' perceptions of how the YSC affects school-community relations and school-staff functional relations. The JCPS annual student survey information was used as a measure of school climate, which surveyed all students in JCPS not only those receiving services at the YSCs. Because schools were selected by socio-economic and geographic location, it was important to understand if school-community relations varied across neighborhoods. Since parents and students were not interviewed, it was necessary to gain school staff perception of school-community relations by asking questions pertaining to students' experiences inside and outside of school, knowledge of family educational and occupational background, and the nature of parental involvement. It was also important to examine how coordinators relate to other school personnel. Additionally, this question explores the role of the coordinator to ascertain if coordinators have gained new roles.

School-Community Relations as Perceived by Students' Experiences Inside and Outside of School

Urban Middle School. According to teachers and administrators, Urban's students come from the Portland area, which offers the necessary conveniences a resident may require or want. They acknowledged that many of the families and students rarely venture away from the Portland area. Teachers and administrators all agreed students' experiences outside of school are limited to church and local activities. A teacher recognized the following: "One thing I've noticed that is very big with some of the students in our school is that they do attend church with their parents."

As with the lack of activities engaged in with parents after school and on the weekends, very few students participate in extracurricular activities at the school, mostly because of the lack of parental involvement, according to teachers and administrators. Students want to participate in after school events, but few parents are coming with them, lamented a teacher. Teachers and administrators established that students do not participate as much as they could because parents are not able to pick students up after school for various reasons. "The kids will participate, but the barrier to that is getting kids picked up after school," said one administrator.

At Urban, teachers expressed concern for students and set high academic expectations for them. They expect students to succeed in school despite some of the barriers they encounter at home or in the community. Teachers and administrators speak to students about the importance of going to high school. Teachers and administrators all confirmed that they see their role as giving students the skills they need to make it to high school and they hope it is having an impact. One administrator expressed the following:

"One thing I've noticed that is very big with some of the students in our school is that they do attend church with their parents."

"The kids will participate, but the barrier to that is getting kids picked up after school," said one administrator.

They know I care. The expectations that I have for them, I expect the best. And the best may vary from child to child. But all of them know we expect them to go to high school. Hands down, there are no ifs, ands or buts about it. We make sure we hammer home the expectation of ‘hey you need to get your application turned in for high school’....We plant a lot of seeds in middle schools, and I hope when they go on to high school someone will come along and water the seed of the expectations that we do plant, because it’s very seldom that we get to see any type of harvest from those seeds that we’ve planted.

Teachers and administrators promote high school readiness and agree that they set high academic expectations for their students, but they are cognizant of the fact that many of their students live in poverty. They are mindful of the nonacademic barriers many of their students possess.

Midpoint Middle School. Midpoint Middle School is located in the Cane Run area of Louisville. Because of its magnet programs and the configuration of the student assignment plan, it draws students from different areas of the county. Therefore, Midpoint Middle School students do have a wide range of formal and informal experiences outside of school depending on their economic status. They, unlike Urban Middle School, have a wide range of students who participate in certain cultural events. An administrator stated that some of their students attend the annual Kentucky Derby, which is an outing usually attended by those in higher income brackets. The majority of teachers and administrators agreed students’ experiences range from traveling outside the state on vacations to little activity and recreation due to lack of money. Teachers and administrators all said the common denominator is attending church and sporting events with their parents on weekends.

According to teachers and administrators, there is no shortage of extracurricular activities for students to participate in at Midpoint. Teachers and administrators emphatically agreed that there are activities to engage the whole family. According to teachers and administrators, the largest attended school activity is the family literacy night. A teacher expressed “a lot of the students would tell me about going to church and doing a lot of church activities. We have literacy nights here, which is family literacy nights—not individual literacy nights—so they come with their families. We have a pretty big turn out!” Teachers and administrators did not report a problem with transportation for students attending school events.

Heights Middle School. All of the respondents agreed students participated in a wide range of activities inside of school and with their parents. They reported students attended church and the local community center as well as engaged in cultural trips to museums and dance and music lessons. A teacher observed the following:

We have a lot of kids and a lot of their top priority is their churches on the weekend, and they spend a lot of time with that. A lot of sports activities. I hear of kids coming and going for competitions and practices out-of-town on a regular basis, making sure that they have lots for the kids to do. On the other end of the spectrum, perhaps they will go

The range of activities varied from the low-poverty school to the high-poverty school. The data uncovered that the low-poverty school students have more exposure to cultural activities, travel, and expensive dance and music lessons, while their counterpart in the high-poverty school rarely ventured away from their neighborhood.

home on Friday, and the next time they will leave the house is on Monday morning when they come back to school.

An administrator concurred, "...sometimes it's the cultural trips, sometimes it's dance lessons, and music lessons after school. On the other end of the pocket, we have what you might expect as poverty related issues...but sometimes the local community center is perhaps the only option because there are no funds for other things."

Additionally, teachers and administrators agreed that students participated in the after-school activities available to them at the school. A teacher enthusiastically replied:

Yes Mam. Of our 1300 kids, one of the things that is a huge draw for our parents is the fact that we have so many things going on after school. There are no less than at least 40 different clubs and activities that are going on in any given day. It is not uncommon that when we ring the bell at 2:20, we will have things going on until six o'clock at night.

Teachers and administrators at Heights did not report a problem with transportation in getting students to and from events. Teachers and administrators did not report a problem with parental involvement in after school activities. The coordinator agreed that he has ample support from parents and faculty with the extracurricular activities.

The findings suggest that the majority of students spend time with their family on weekends. The data proved church attendance as one of the most significant activities pursued by families across the study sites. The range of activities varied from the low-poverty school to the high-poverty school. The data uncovered that the low-poverty school students have more exposure to cultural activities, travel, and expensive dance and music lessons, while their counterpart in the high-poverty school rarely ventured away from their neighborhood.

Moreover, the data revealed students' experiences inside the school varied as well. Figure 1 highlights students' activities in and outside of school and compares the data with JCPS data (e.g., percentages are for the students answering yes), and the survey was made available to all students at Heights, Midpoint, and Urban. The data indicate that students at Urban participate on sports teams sponsored by the school 28.6 percent compared to the district's 34.3 percent. Further, Urban students report participating in community sport 41.6 percent compared to 46.2 percent for the district.

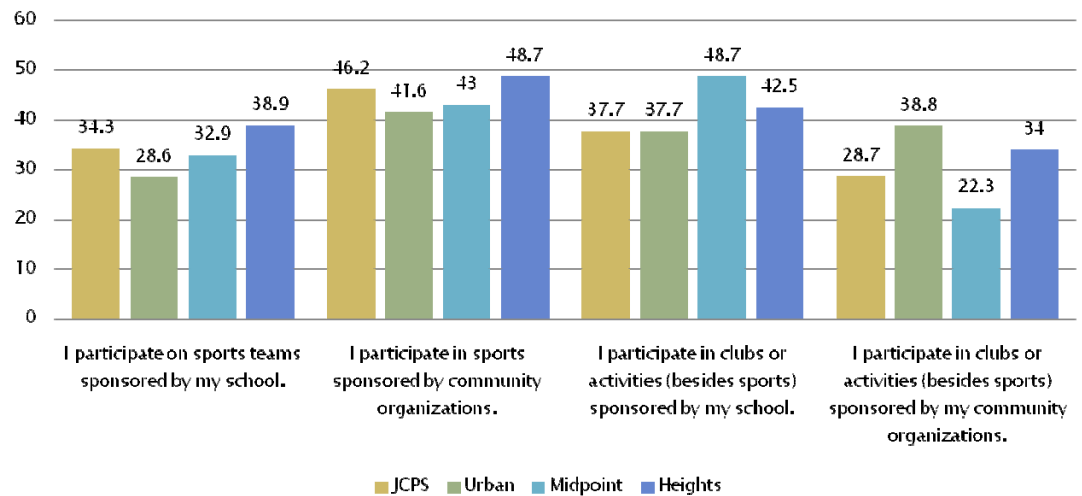
Students at Urban report participating in school sponsored clubs 37.7 percent, which is the same for the district. Lastly, Urban students report participating in community sponsored clubs and activities 38.8 percent compared to the district's 28.7 percent. Urban's students participate in more community-sponsored activities than students at Midpoint and Heights do. According to teachers and administrators, Urban's students do not participate in many school-sponsored activities because the school has a challenge with parents' seemingly inability to provide after school transportation. Urban Middle School's coordinator implements programs for students, as described in the

documents received during the initial visit; however, students and parents do not actively engage in these after school programs.

Heights Middle School offers an array of extracurricular activities for students, and it is part of the school's culture to promote these activities. The YSC coordinator plays an integral part in organizing these activities and garners the support of teachers to help implement many of the activities. Midpoint Middle School students benefit from many activities as well. The students at Midpoint are active in extracurricular activities, but not as active as Heights Middle School students.

Figure 1. Middle Schools' Student Participation in Afterschool Activities¹

Middle Schools' Student Participation in Afterschool Activities



Source: 2008-2009 JCPS Comprehensive School Survey

"Today nuclear families are less common, and more children than ever before are growing up without positive adult role models, particularly fathers" (Ravitch, 1985, p.9). Schools can considerably fill this void through offering formal and informal mentor programs and by teachers, staff, and administrators providing a positive and nurturing atmosphere for students in the school setting.

The JCPS School Survey data revealed that more than 50 percent of students at Heights and Midpoint reported positive experiences at school and felt they were a part of the school community. This is consistent with JCPS average. Fewer than 50 percent of students at Urban reported feeling this way. Additionally, the JCPS School Survey data confirmed that fewer than 50 percent of students at Urban and Heights are satisfied with

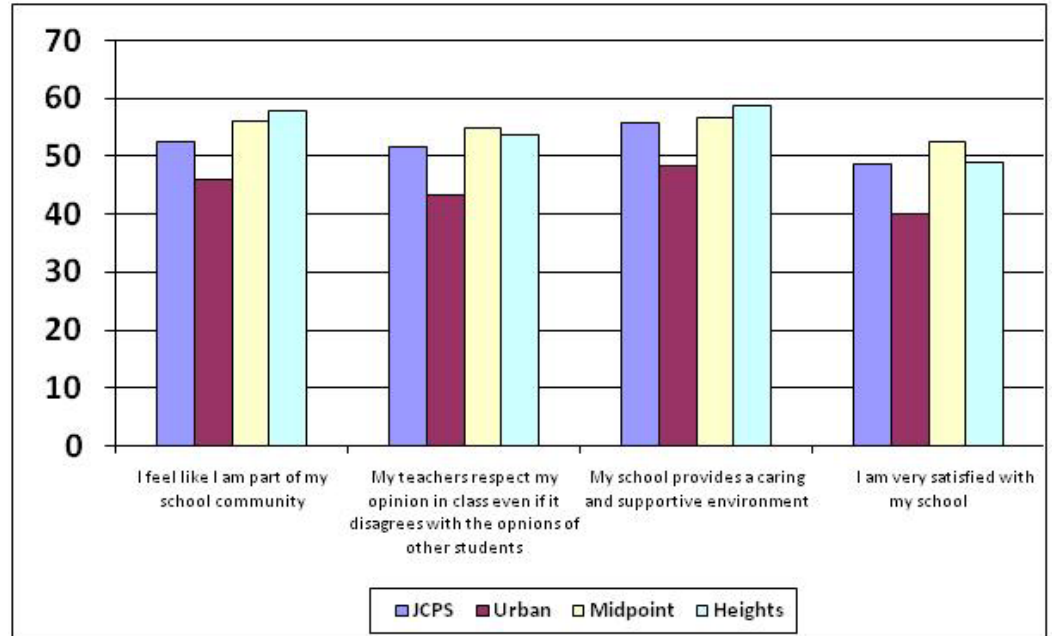
¹ JCPS reported a response rate of 86 percent; Urban reported a response rate of 86 percent; Midpoint reported a response rate of 89 percent, and Heights reported a response rate of 73 percent

"Today nuclear families are less common, and more children than ever before are growing up without positive adult role models, particularly fathers" (Ravitch, 1985, p.9).

Researchers agree that poverty is highly correlated with school failure (e.g., Crowson & Boyd, 1993; Dryfoos, 1994).

their school. This is consistent with the district's mean. However, more than 50 percent of Midpoint students reported feeling this way. Figure 2 details the findings.

Figure 2. Middle School Students' Perception of School Environment²



Source: 2008-2009 JCPS Comprehensive School Survey

These findings are consistent with the descriptive data, JCPS data, and the extant literature. Researchers agree that poverty is highly correlated with school failure (e.g., Crowson & Boyd, 1993; Dryfoos, 1994). Urban has the highest free- and reduced-lunch rate in Jefferson County, which further elucidates the findings.

Knowledge/Perception of Family Educational Background

Urban Middle School. Parents' educational backgrounds and occupations often influence the educational attainment level and career choices of their child. When asked about the educational background and occupations of the parents whose families Urban Middle serves, teachers and administrators all concurred that the majority of their parents lacked a high school education and were more than likely "blue collar" workers. A teacher declared, "Many are lucky to have a GED. Many are the products of generational poverty, so they are dropouts. Most of them were teenage mothers, so I don't believe I know any with a Bachelor's degree or higher. Most of our parents are blue collar-labor positions." An administrator acknowledged, "My assumption would be that it's not over either a high school diploma or a GED just based on 'I'm 100 percent free and reduced lunch'. If you have an education then you're pretty much not going to be in that realm of poverty to qualify for free and reduced lunch would be my assumption."

² JCPS reported a response rate of 86percent; Urban reported a response rate of 86percent; Midpoint reported a response rate of 89percent, and Heights reported a response rate of 73percent.

We have PTSA. In fact, we got an award for an 854 percent increase last night over the previous. We had actually gone from 40 or 50 parents to 400 and something this year. So, we've really focused in on honing in on those parents and trying to get them here in the building."

Midpoint Middle School. The families' educational background at Midpoint ranges from high school degrees to some college graduates. Teachers and administrators all agreed that their parents were all high school graduates, and some parents held college degrees, but most had some type of certification or technical degree. Parents cover the gamut in terms of the types of employment they have. Some of the parents hold blue-collar jobs, and many are in technical, sales, and customer service occupations. An administrator confirmed, "It's a myriad. It's a wide range -anywhere from teacher, to nurse, to receptionist to food service worker."

Heights Middle School. Heights Middle School is a magnet school, which draws its students from across the city. Therefore, the socioeconomic background of students' family varies. There are students who come from area housing projects and students who come from wealthy neighborhoods. Teachers and administrators strongly agreed that parents' educational levels and occupations vary from blue collar to white collar, which includes doctors, lawyers, and PhDs. An administrator's response captures this diversity, "Everything under the sun – extremely diverse – probably the most diverse school in the state – in the same family you would find blue and white collar."

Knowledge/Perception of Parental Involvement

Urban Middle School. The majority of the teachers and administrators unreservedly agreed that there is little or no parental involvement or interaction with the school. They almost all expressed that parents rarely come to the school unless it is for a discipline problem. A teacher quipped, "No parental interaction. If you feed them, they come. I only see parents if there is a discipline problem." The majority of teachers and administrators agreed that there is also little or no parental involvement in the academic affairs of the students at Urban. However, there were some contradictions in teachers' interpretation of parental involvement. A teacher articulated, "Extremely positively when contacted. If they are not contacted, they will not contact me. There is almost little to no parental contact or involvement in the academic lives of these students. It is not something that is a priority." Obviously, this is an assumption made by a teacher that parents do not see their involvement in the academic life of their child as a priority, but it is also a contradiction because teachers agreed that parents came when contacted and that the parents' interactions were positive when contacted.

Midpoint Middle School. Parental involvement at Midpoint is more frequent than it is at Urban Middle School. Parents who demonstrate interests in their child's grades by communicating via e-mail with teachers. Teachers reported that there are parents who are actively involved, but there are also those who do not participate at all, except when there is a discipline matter. The teachers and administrators conveyed that the school is trying to get more parents involved by hosting different nightly events for parents to come and support the school and their children. According to the majority of the teachers and administrators, they have had good success so far. An administrator enthusiastically informed, "We have PTSA. In fact, we got an award for an 854 percent increase last night over the previous. We had actually gone from 40 or 50 parents to 400 and something this year. So, we've really focused in on honing in on those parents and trying to get them here in the building." According to teachers and administrators, the coordinator promotes all of the school events. It was evident that teachers and

A teacher stated, “We’ve gone from a two counselor model to this year—one counselor who is assigned to all three grades. I would say that position is still being worked out. I don’t really know how often she meets with the kids to be honest with you.”

administrators were proud of this achievement and were earnestly seeking to get more parents involved in the school.

Heights Middle School. Teachers and administrators at Heights said that their school had strong parental involvement. Respondents indicated that their parental involvement included an active PTSA, parents serving on the School-Based Decision Making Council (SBDM), and parent volunteers for field trips and after school activities. While teachers and administrators agreed they had a large number of parents who were involved with the school, they also emphatically expressed that parents did not always follow through with returning the necessary signed paperwork that would allow students to obtain services through the YSC. This was a concern expressed by administrators, particularly the guidance counselor and the coordinator.

YSC: Understanding School-Community and School-Staff Functional Relations

Urban Middle School. Urban Middle School has one guidance counselor. All of the teachers and administrators agreed the guidance counselor is not visible to the students and faculty at this school. They all concurred that she does not get the opportunity to counsel with students often because of her workload, which requires preparing reports, testing materials, and scheduling students’ classes. In fact, one teacher did not know that Urban had a counselor. She said, “There is no guidance counselor at this school.” There is a sense of frustration among the teachers and administrators about the lack of visibility and accessibility of the counselor. Teachers and administrators all strongly agreed that the counselor’s role is changing. A teacher stated, “We’ve gone from a two counselor model to this year—one counselor who is assigned to all three grades. I would say that position is still being worked out. I don’t really know how often she meets with the kids to be honest with you.” Teachers and administrators agreed the school counselor is usually very busy. Therefore, she could only be as visible throughout the school as her time allowed. A teacher verified, “She is extremely busy – we only have one counselor for 645 students in this school – 225 are 8th graders – she is as visible as she can be.”

When asked to describe the relationship between the guidance counselor and students, teachers and administrators firmly agreed that students probably would not know their counselor. Therefore, it was a non-existent relationship. For example, an administrator exclaimed, “Right now, I would say that there’s a non-existent relationship..., but if you polled the vast majority of the kids in our school and asked who our guidance counselor is? I don’t think they would know.”

When asked to describe their relationship with the guidance counselor, teachers and administrators agreed there was limited interaction. A teacher stated, “We don’t interact except if she has something, like an assessment that we all have to do, but no.” The guidance counselor corroborated the teachers and administrators’ responses. The guidance counselor expressed the following:

Well, first of all the principal decided that she only wanted to have one guidance counselor, so everything that a counselor does is my job for the entire school. I am in charge of testing, scheduling, and enrollment. I do student services, in terms of the state requiring students to have, individual learning plans....There is testing going on from the beginning of September until May when we do our state assessments...Before I was here, they had two counselors and fewer administrators, and now you have more administrators and one counselor.

Further, when asked to describe the nature of the guidance counselor's involvement with the center, most of the teachers and administrators replied that the counselor was minimally involved not only with the center, but with the students, faculty and staff in the school. They concurred that her role is changing, and she does very little counseling and interacts very little with students and staff due to her testing and other paperwork related responsibilities. From the tone of the responses and observations, there appeared to be some tension in school-staff functional relations. The following explanation from an administrator captures this tone:

We only have one counselor that if you really understood schools—counselors don't counsel anymore. My grade level administrators and assistant principals do a lot more counseling, and I do a lot more counseling than my counselor ever thought about doing. Because she has to be involved in testing and all these administrative duties that counselors have to do nowadays.

In order to gain a deeper understanding of school-staff functional relations, teachers and administrators were asked to describe the role of the teacher, the interactions of the teacher, and the relationship of the teacher with the coordinator and the YSC. Interestingly, most teachers and administrators agreed that teachers did not play an active role in the work of the center and did not interact regularly with the coordinator. Teachers and administrators mostly agreed that the extent of their interactions with the youth services coordinator was sending students to her with a referral. A teacher acknowledged, "It is just basic teacher/YSO. I help refer kids to her if I have an issue with a child. Most of the time it revolves around behavior or in all honesty it can be a hygiene issue."

When probed if the coordinator allowed for teacher input and support, the teacher replied, no. Administrators also admitted that they did not know if teachers played a role with the center or if teachers had a significant relationship with the coordinator. An administrator established, "I don't think they understand the role of the {coordinator} because they are trying to understand {their role} in the classroom....I guarantee you, you can ask 15 of my staff members right now... and they wouldn't have a clue what {the coordinator's} responsibility is or what {the coordinator} can actually do for them."

The coordinator's view of the teachers' involvement was different. The coordinator stated that she interacted with teachers every day and that teachers were very involved with the center. The coordinator explained that teachers served on her YSO

A teacher passionately stated, “The center is going above and beyond to meet students’ needs.”

advisory board and helped her organize center events and programs. When asked to describe their relationship with the coordinator, teachers and administrators unequivocally agreed that there was mutual respect between the coordinator and teachers that existed because of the nature of the coordinator’s personality.

Teachers and administrators were asked to describe the visibility of the coordinator and to describe the nature of the coordinator’s involvement with the students. Teachers and administrators all agreed the coordinator is very visible in the school and interacts with students on a daily basis. Teachers and administrators stated the coordinator serves on the school’s administrative team and plays a central role in some administrative decisions. All of the teachers and some of the administrators agreed the coordinator is very accessible to the students and parents and is an asset to the school.

Teachers and administrators were asked to describe the coordinator’s impact on the school, her most significant role, and the key challenges facing the center. They were also asked if they thought the coordinator was able to meet the varying needs of the students. The majority of teachers and administrators wholeheartedly agreed the coordinator wears many “hats” and has many roles in the work of the youth services center. However, the coordinator conveyed that she sees her primary role as the person to remove student’s cognitive barriers, as described the JCPS. Most of the teachers and administrators saw her primary role as liaison. The following quote from a teacher elucidates their views:

The most significant role would have to be liaison and that is in all areas. She is the liaison between the administration and the teachers, between the teachers and the students, between the students and the students, the families of the students and teachers, the families and the children themselves, the state agencies and the families. She’s the—that’s the only word—the liaison—the link.

Teachers and administrators all agreed that funding was the key challenge facing the YSC. Due to the amount the center receives, there are only enough funds for a part-time clerk. Teachers and administrators confidently expressed that if there were more funds available to hire more staff then the coordinator would be free to service more students and implement more programs. Yet, despite the funding needs, most teachers and administrators (including the coordinator) agreed that the coordinator was able to meet the varying needs of students. A teacher passionately stated, “The center is going above and beyond to meet students’ needs.”

Midpoint Middle School. Teachers and administrators all concurred that the counselors are very visible in their school. They agreed that the counselors have an open door policy for students, and students feel very comfortable talking with them about their issues. Two counselors work in concert to address the needs of all of the students in the school. Teachers use the counselors to solve concerns before they escalate into a referral to an assistant principal or to the principal. Teachers stated that there is never a time when teachers do not feel that they cannot send students to guidance, and guidance always takes care of the matter. Guidance counselors work very closely with the coordinator. The guidance counselors are very involved in the work of the center. A

teacher conveyed, “I think that they work hand-in hand. They do referrals to the {coordinator}, and she does referrals to them and it’s not; there’s no competition; there’s no problem with them.” However, teachers and administrators all conceded that school counselors have too much paperwork, and often times, the coordinator handles most of the general counseling referrals.

The majority of teachers and administrators agreed teachers are very involved in the work of the center. They use the center to refer students for intervention, and the coordinator is always helpful in finding solutions to the situation. Teachers serve on various committees, and they help the coordinator organize different events throughout the school year. A teacher detailed, “I’m on her advisory board, and I also deal with a couple of other programs with her. We meet and discuss the budgeting; discuss the different activities and programs that are being offered.” Teachers at this school, unlike teachers at Urban, feel that the coordinator seeks out their involvement and includes them in the decision-making process concerning programs that affects the students. One teacher fervently explained the following:

She gets a lot of teacher input; I mean she asks us anytime she’s doing anything with attendance buddies or an afterschool program or referring kids for anything, she asks us, here you pick it; what do you need from us; what do these kids need? Kids with parents in jail, she’s got all kinds of committees—we do the peer mediation—where she has kids that she trains to peer mediate kids who may be having conflict. I feel like she’s involved more—she comes out more—gets ideas more from us.

While teachers all agreed that there was ample teacher support and involvement in the center, some reported that the center’s work belongs to the coordinator. “It’s her show,” exclaimed one teacher.

Teachers and administrators maintained that the coordinator is visible in the school and cooperates with the faculty and administration on every level. Teachers and administrators agreed that they communicate with the coordinator on a regular basis. She is present at faculty meetings and she helps any way she can. The coordinator sees her role as following the state guidelines and the JCPS goals as well as core components in program implementation. Additionally, the coordinator serves on the administrative team and is very much a part of the school’s fabric. Teachers and administrators agreed the coordinator is entrenched in the school. Teachers and administrators agreed her leadership has had a great impact on the school. One teacher explained the following:

Getting our kids in NCLB tutoring and being active in every aspect of our kids lives; not just are they passing—it’s are they here at school and if they are not here at school it’s—why are they not here. If their uniforms are dirty—getting them a clean uniform, but finding out is there something else that needs to be done: is the water cut off at home. Is the electric cut off? It’s not just putting a band aid on the problem; it’s ‘let’s get to the root of the problem and fix it’. She does a great job in getting in the lives our kids and figuring out what’s going on, so I think she’s had a huge impact on our school.

“I think the biggest role that she plays here is getting the programs in here that I think our kids need. Getting the services that our kids need,” a teacher exclaimed.

Teachers and administrators all agreed the most significant role the coordinator plays is providing for students’ basic needs, mental health needs (among others), and implementing programs for the students. “I think the biggest role that she plays here is getting the programs in here that I think our kids need. Getting the services that our kids need,” a teacher exclaimed. When asked to describe the key challenges facing the center, teachers and administrators all agreed budget, time, and staff are among the major challenges facing the center. They worried that the coordinator did not have adequate staff and time to serve the entire student body. Lastly, when asked about the most important prerequisite for obtaining the YSC coordinator position, most of the teachers and administrators said the YSC’s coordinator should have a social work background. Additionally, some teachers and administrators agreed that in addition to the social work background, the coordinator needed to have flexibility, ability, and an innate desire to help students.

Heights Middle School. The guidance counselor is the guidance counselor for the 1300 student body population at Heights Middle School. Additionally, the counselor serves as the 6th grade level administrator, which includes handling student discipline referrals. Teachers and administrators said the guidance counselor is visible in the school, and she interacts with most of the student body population throughout the school year. However, her interactions with students are mostly due to her role as 6th grade administrator and not counselor. The coordinator said he does most of the counseling; “It’s more counseling within discipline...She counsels on the front end, but I own that program here.”

Question: Are there turf issues at some schools?

Answer: *Yea. But with us it’s not an issue because we have always worked it out.*

Question: So, there are no turf issues? This is my role, this is your role, and there’s no crossing the line.

Answer: *Yea. I think it’s more just working as a team. I don’t think it’s crossing the line. I think it’s more just working as a team, and we roll back and forth. We just make it work.*

All of the respondents replied that the guidance counselor is very involved in the work of the YSC and that they interacted with the guidance counselor on a daily basis. Heights Middle School teachers are very involved with the work of the center. It is clear from the teachers and administrators responses that a team effort that is valued at Heights. Teachers are in constant communication with the coordinator about the needs of students, whether it is for a referral or just for general conversation.

Teachers serve on two center Advisory Councils, and it is their most direct involvement with the YSC. Teachers often volunteer to sponsor programs that the coordinator wants implemented. Teachers all agreed that they feel comfortable working with and talking to the coordinator who is a very pleasant person to work with. The coordinator summed up his view of teachers’ involvement and their relationship this way:

The coordinator sees his role as three-fold. He reported, "I wear several hats: one is involving mental health counseling-one-on-one....The second is administrative paperwork and budgeting, filling out forms and that kind of stuff and reports. Thirdly, setting up programs and starting programs and seeing them through."

I have two center Advisory Councils, that's the most direct involvement...Sometimes I will see a program and think oh, I would like to get that started at the school. Then, I go out and seek to find a teacher that can sponsor...A lot of interaction on a variety of things, even down to the basketball goal outside is cockeyed what should we do about it, should we tear it down or not...And sometime on rare occasion, staff will seek counsel in her themselves you know, it is a place to vent...Sometimes I see us as kind of a go-between the faculty and administration. Sometimes, I'm the buffer between. If they wanted to give a message that they felt like wasn't being heard, they'd be like well you tell them. I'll bring it up.

Teachers also all expressed that the coordinator is very visible in the school and plays a crucial role in the day-to-day operations of the school. The coordinator not only serves in the role of the coordinator, but he also serves on the school's administrative team. All of the teachers said they talked almost daily with the coordinator, and he is very accessible to students and faculty.

Seemingly, the coordinator is well entrenched in the workings of this school. He has several roles and functions as the coordinator, but also plays a vital role in the management and operation of the school. All of the teachers and administrators thoroughly agreed the coordinator possesses incredible leadership skills and that his leadership has affected the school greatly. An administrator observed the following:

Incredible impact because he has his hands in a lot of different aspects in this school and that enables him to have his pulse where things are with parents groups—his hands around what's happening with PTA and parent/child activities and also with extracurricular activities—the different groups and what they are doing, meeting with students one-on-one and getting referrals done. He is really involved in many aspects of the school.

The one challenge facing this center, similar to Urban Middle School, is insufficient funding. Teachers and administrators agreed more funding would enable the coordinator to spend less time on clerical duties and more time serving the needs of students. Heights Middle School and Urban Middle School participants agreed they would benefit from more funding for proper staffing of the centers. A teacher summed it up by stating, "The challenge is budgeting mainly. Staffing, being sure he has the people he needs to work with." The coordinator agreed funding, staffing, and space were challenges facing the center, and obtaining these resources would help the center become better able to serve students.

Teachers and administrators said the most significant role the coordinator plays is meeting the varying needs of students and boosting staff and student morale. The coordinator sees his role as three-fold. He reported, "I wear several hats: one is involving mental health counseling- one-on-one....The second is administrative paperwork and budgeting, filling out forms and that kind of stuff and reports. Thirdly, setting up programs and starting programs and seeing them through." Therefore, the coordinator is

respected within the school as someone who meets the needs of students and who goes “above and beyond” the call of duty to help in any way he can to ensure not only the success of the YSC programs but also the success of the school. A teacher ardently explained the following:

He will do whatever is necessary to try and make sure he can [meet the needs of students]. He will find money from the school. That’s where the hand-in-hand relationship with the school administrators because they are able to find funds that they can pull back and forth and work together. He is a tireless fundraiser. Every fall we do St. James Art Fair, and he’s coordinating that to make sure he raises money for his Youth Services Center. He helps me out with Fall Festival and we try to give him money from Fall Festival. If there’s something going around this building, he’s going to try and find a way to get the funds to do the things he need to for his kids.

Finally, teachers and administrators had varying views on the prerequisite skills needed for obtaining a YSC coordinator position, as was the case with Urban Middle. There was no clear consensus from teachers, but the school principal at Heights agreed with the principal from Urban that a keen understanding of human behavior is a critical skill to possess. A principal noted the following:

Being someone who understands human behavior is critical—wouldn’t say counselor because there are counselors who are good at paperwork but don’t understand people. Their people skills and their ability to understand other people and their needs not only big picture but individually is a critical component—understand human behavior—wouldn’t have to have experience in a school—the critical piece is understanding of human behavior and how to meet students’ needs. There needs to be some kind of interview process that would lead you to know if that person is capable of doing this kind of work.

The coordinator felt that a background in social work and mental health would be ideal for a person in the coordinator’s position. He reiterated that the coordinator serves in three key roles, counselor, administrator, and programming, although he thought that a social work background would probably be more important to possess because it encompasses the counseling and administrative aspects of the coordinator’s function.

FRYSC Director. The FRYSC’s administrator stated that it is important for guidance counselors and coordinators to work together in an effort to help students. The director said that the role of the counselor is to connect with the YSC when he or she knows that a child needs help. She explained it is not only necessary for the counselors and coordinators to work as a team but it is important for everyone in the building to work together to do what is best for students. She exclaimed, “If they are working as a team...working together with the teachers, principals, guidance counselor and with whoever is in the building. It all depends on the culture of the building. When they are working together, that’s when it is going to work best for kids and their families.”

The work of the centers is done through the coordinators; therefore, it is important to understand what qualifications are necessary when hiring a coordinator. The director indicated the major qualification needed to obtain the job of coordinator is a four-year degree, which can be in any field. She indicated that she was comfortable with leaving the bachelor's degree as the major prerequisite for obtaining the YSC coordinator role. In addition to a four-year degree, the director stated, when probed, that she is looking for people who are about doing what is good for kids and who know something about the Jefferson County School System. She acknowledged the following:

As we are interviewing, I want to see if their primary focus is what's good for kids. If they don't know that coming in, then they are not going to make it. The other thing I am looking for is if they know our school system. If they know our school system, it is real helpful. That is not the only requirement, but if they have been in schools doing volunteer work, have been in another role in a school, or have done a practicum in a school. Those things are real helpful because they already have some knowledge some working knowledge of what goes on in our buildings... You also have to be flexible... you can't see that flexibility in them, then you know they are not going to be a good coordinator.

The JCPS FRYSC's leader provides professional development opportunities for the coordinators through monthly meetings, which are held for all coordinators in a centralized location. The coordinators also meet monthly in their clusters to share information and ask questions. There are eight clusters, which are divided by elementary, middle, and high school. There are six elementary clusters (because JCPS has 90 elementary schools), one middle school cluster, and one high school cluster.

The director stated that coordinators are encouraged to participate in any professional development opportunities offered through the schools where the center is located. In addition, there is an annual statewide FRYSC conference held for all coordinators, and many of the coordinators present "best practices" at this conference. Additionally, to meet specific needs of coordinators, coordinators can access a Training and Issues committee when they have a need in addition to the Infinite Campus training, which is available all year.

The JCPS FRYSC director acknowledged that though it has been her intention to visit all of the sites, she has been unable to do so. However, she does visit about 3 – 5 schools per week and stated that depending on the particular circumstance, she may have to visit one school several times in one week. The director serves on some committees with teachers and staff, and as a result, she has developed a good working relationship with school staff. The director agreed that teachers are involved to some degree with the work of the youth services center, but it varies from center to center. She stated, "It depends, if it's a good center they are very involved. A good center to me is one when I am in the room with them, I am seeing people come to the door and come in all the time, whether its kids, parents, or teachers..."

The director explained the coordinator's primary role is to serve students by providing services and programs. She indicated that coordinators are visible in the

schools and they are providing needed services. She acknowledged the coordinator's leadership is impacted by the way in which the faculty and staff at the school work as a team. She indicated it is necessary for the coordinators to become a true part of the school's leadership team. She established, "When those folks work together—coordinators, principals, deans, assistants, counselors—when they meet weekly or bi-weekly, and they talk about what's going on in the schools those are the most effective—when they are a true part of the school's leadership team." The director was firm in her position that if the coordinators are working as a team with the school staff and serving students, then she is able to have patience with the coordinator if they do not meet some of their other job obligations, such as budgets and reports. She declared, "To me that's their primary role—we'll fix all that other stuff—I will fix your grant, I will fix your budget, I will get your PO's online for you—we'll get all that other stuff done if you are doing good things for kids..." She is an advocate for students and believes the coordinators are meeting the varying needs of students, though she admitted it does vary from place to place.

When asked about the key challenges facing the centers, the director expressed that budget is a major concern. She explained that the state has cut their budget from \$210 per student to \$207.00 per student (the rate at the time of the interview). Coordinators have to apply for a grant each year and must justify why they need the funds. This is accomplished by performing a needs assessment survey. However, she stated once salaries are paid from the budget, there are not enough funds left for all of the programming needs. She further explained there are centers that could not remain open if they had to pay the coordinator's salaries from their site budget because some of the centers do not qualify for the maximum funding allocation due to their free and reduced-lunch rate.

The JCPS FRYSC's manager, though new in her role, was very familiar with the work of the youth services center and offered insight into the research questions under study. The director provided rich description and salient information on the work of the centers.

Discussion: Project Question 2

What is the perceived impact of the YSC on school-community relations and school-staff functional relations?

Understanding the Social Context of YCS

The YSC fits the “ecological model” of schooling because it takes into account the social context in which these services are provided. In other words, YSC seeks to link schools, families and communities with the school serving as the nexus for needed services. According to some notable researchers, there is a distinct ecology between schools, families, and neighborhoods (see Bronfenbrenner, 1979; Crowson & Boyd, 1993; Crowson, Smrekar, & Bennett, in press; Dryfoos 1994; Prelow, Bowman, & Weaver, 2006; Smrekar, 1996b).

In addition, schools must be sensitive to the unique developmental needs of this age group. Since the mid 1970s, early adolescent experience “has become more complex and critical life issues have catapulted into the earlier stages” (Simpson, 1999, p.5). Therefore, the focus of the YSC promotes prevention than remediation and strives to help children as well as build structures that strengthen families. This new paradigm shift is anchored on the whole ecology in which children learn and develop (Bronfenbrenner, 1979).

Nature of Parental Interaction across Schools

Parental involvement in school is crucial to the success of students in and outside of the classroom. Researchers agree that social class has a powerful influence on parent involvement patterns (Coleman, 1988; Crowson & Boyd, 1993; Jackson et al., 2001; Lareau, 1989; Perna, 2006). The data revealed Heights’ and Midpoint’s parents were involved in the school, though teachers and administrators all agreed they wanted more parents involved. Urban Middle School data reflected they suffered from lack of parental involvement. Research indicates that students who feel supported by their parents tend to perform better in schools than students whose parents are not involved in their day-to-day school life (Prelow, Bowman, & Weaver, 2006). The findings were consistent with current research on parental involvement.

Research suggests that students’ personal lives affect their success in school (Crowson & Boyd, 1993). Heights and Midpoint reported a greater measure of parental involvement than Urban. There were some inconsistencies in reporting by the teachers and administrators in all three schools. The findings suggest that there were concerns from administrators about parents coming to school to complete required paperwork. Some teachers reported that parents attended if called. Jackson and colleagues (2001) argued that schools must invite parents into the school to participate in a meaningful way and then they will contribute to the school significantly. Research confirmed that lack of parental involvement exists due to several barriers, such as employment, family composition, parents’ education, language and culture (Perna, 2006).

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The data suggest the guidance counselor was visible at the low-poverty and medium-poverty schools, but not very visible at the high-poverty school.

Additionally, the interviews with teachers and administrators indicated participants at each school were knowledgeable about the level of education and the type of occupation students' parents occupied. Because of the nature of magnet schools, two of the study sites drew their student body populations from across the county. Therefore, they had a wide range of educational backgrounds and occupations present in their schools. Teachers and administrators at Heights Middle school tended to agree that parents at their school were more affluent and possessed higher educational attainment.

The findings revealed that Midpoint, in fact, had a spectrum of parents with occupations ranging from professional careers to blue-collar jobs. Urban Middle School, the high-poverty school, which has a 91.3 percent free and reduced-lunch rate, had very few parents with professional careers and high levels of educational attainment. The data uncovered the majority of parents had a high school diploma and were blue-collar workers. These findings are consistent with the extant literature on parent's educational attainment. Parents with higher educational attainment tend to possess the skills and knowledge to acquire professional occupations than do parents with little education. Therefore, these parents are better able to assist with their children's schooling.

Interactions with School Personnel

The data suggest the guidance counselor was visible at the low-poverty and medium-poverty schools, but not very visible at the high-poverty school. All of the respondents agreed that the work of the guidance counselor has shifted to include testing and scheduling, and there is very little time to counsel with students. They agreed that the YSC coordinator has taken on the role of counselor by providing general counseling services to students. The coordinator is now a de-facto counselor. Teachers and administrators at Heights and Midpoint agreed that the counselor was accessible to the students and worked hand-in-hand with the coordinator.

The findings established that teachers and administrators at Urban agreed the guidance counselor was not involved in the work of the center. The data further verified the counselor was not accessible to students because she is the only counselor on staff and is responsible for testing, scheduling, and other responsibilities as assigned by the principal. The data are consistent with the extant literature on the work of counselors. Additionally, the 2008-2009 JCPS Comprehensive School Survey conveyed that 47 percent of students at Urban felt they had a broad range of guidance and support services available at their school, while 60 percent of students at both Heights and Midpoint felt this way.

Second, the data confirmed teachers worked closely with the coordinator at Heights and Midpoint, and they interacted and had a positive relationship. The data established that the teachers at Urban, although they interacted with the coordinator and said they had a good relationship, did not work very closely with the coordinator.

There were inconsistencies in the respondents' answers at Urban. The findings revealed that the teachers interacted with the coordinator by sending students to her with referrals, but they felt the center was her "show." One would intimate that teachers would work closely with the coordinator in order to follow through on the referrals. Yet,

“The commonality of values and beliefs shared by the staff provides the basis and rationale for shaping practice that is both appropriate for given situations and clientele and is the product of the shared expertise of the building’s professional educators” (Gerrick, 1999, p. 74).

The data revealed that the majority of teachers and administrators view the primary role of the coordinator as the school’s liaison and facilitator of services.

the interviews with teachers and administrators suggested that the coordinator did have teacher support and input because some teachers served on the YSC Advisory Board. The supplemental documents provided supported these findings.

The findings revealed that the coordinator is visible at all three study sites and is accessible to students and the school community. The data uncovered that the coordinators serve as boundary spanners in their roles, particularly at Heights and Midpoint. There is a sense of respect and collegiality at the three schools but primarily at Heights and Midpoint. “Collegiality refers to the ‘existence’ of high levels of collaboration among teachers and between teachers and principal and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning” (Sergiovanni & Starrat, 1993, p. 103). This is corroborated in the review of JCPS data.

The JCPS Comprehensive School Survey data confirmed that students felt respected in school. This is indicative that staff at these schools value respect. More than 50 percent of students at Heights and Midpoint said they felt valued, while less than 50 percent of students at Urban felt this way. “The commonality of values and beliefs shared by the staff provides the basis and rationale for shaping practice that is both appropriate for given situations and clientele and is the product of the shared expertise of the building’s professional educators” (Gerrick, 1999, p. 74). The descriptive data provided confirmed the existence of shared beliefs and values among staff at the study sites, but primarily at Heights and Midpoint.

Examining the Coordinators’ Role: Have they gained new roles?

The findings revealed that the coordinator’s leadership has had a great impact on their school. The respondents sighted many positive leadership qualities of the coordinator and praised the coordinator for helping to support students and the work of the school. “Leadership does not have to be shaped or determined by organizational structure, but that structure profoundly influences roles, behavior, relationships, and norms” (Gerrick, 1999, p. 65).

The data revealed that the majority of teachers and administrators view the primary role of the coordinator as the school’s liaison and facilitator of services. The majority of the coordinators stated that the most significant role of the coordinator is to serve students and families and to find ways to remove non-academic barriers. This is not all they do. An administrator captures this sentiment in the following quote “The scope of work is great for all of the coordinators and they often times find themselves doing other jobs as assigned throughout the school.” The coordinators often find themselves with a heavy workload and at times are putting out “fires” that should be addressed by the counselor or building administrator. Additionally, the findings suggested that there is ambiguity in the role and function of the coordinator and there is no clear delineation of duties. The coordinators are the “catch-all” for the school. They manage everything from minor discipline problems to fulfilling the “other duties as assigned” requirement when asked by the principal, not to mention the increasing role of providing general counseling to students. Earlier research illuminated the subject of ambiguity of roles and the data confirm the ambiguity still present today (see Smrekar,

The findings revealed that the majority of counselors and coordinators believed that the most important prerequisite is a background in counseling or social work.

There was a clear theme across all three schools that the key challenges facing the centers are lack of funds, staffing, time, and adequate space. The data confirmed that lack of funds, in particular, was the primary concern across schools.

1994; 1996; 1998). However, the findings revealed that the low-poverty and medium-poverty school coordinators are working closer with the faculty and administrators in a “team” approach. The teachers and administrators did not mention that they worked as a “team” with the coordinator at the high-poverty school.

There was no clear pattern across schools concerning the prerequisite skills needed to obtain a coordinator’s position. Due to the variety of roles the coordinator fills, teachers were either unaware or reluctant to state their views on needed prerequisite skill. Teachers across all three schools confirmed that coordinators are providing general counseling services but did not state counseling as a prerequisite skill. There is a disconnect between what teachers reported coordinators do and what they believe the required skills or background to effectively fill this post should entail. This furthers the argument of the ambiguity of roles that currently exists. Coordinators provide more general counseling to students than the counselor does. This is the situation across all the study sites.

The findings revealed that the majority of counselors and coordinators believed that the most important prerequisite is a background in counseling or social work. The majority of the principals believed that an important prerequisite is an understanding in human behavior but did not specify counseling. The interviews with teachers and administrators stated that the coordinators had varying educational and occupational backgrounds, but most coordinators had some counseling or social work background. The law only requires a bachelor’s degree, and the data revealed that the FRYSC’s director finds this requirement sufficient. I believe that a correlation exists between the coordinator’s skill set and the coordinator’s ability to implement some of the intervention goals. For instance, the coordinator with the social work background had the capability to meet students’ needs consistently.

There was a clear theme across all three schools that the key challenges facing the centers are lack of funds, staffing, time, and adequate space. The data confirmed that lack of funds, in particular, was the primary concern across schools. These findings are consistent with the literature (Crowson & Boyd, 1993; Cibulka & Kritek, 1996; Smrekar, 1998) and with the current JCPS funding formula. YSC receives funding for the required coordinator. The school’s free- and reduced-lunch rate determines the distribution of remaining funds.

Due to the economy, the budget allocated by the state of Kentucky has been declining in recent years. The amount funded for the 2009 fiscal year was \$7,873,038 as reported above. It declined from \$207.00 per student to \$203.00 this school year (i.e., fiscal year 2010). The difference between the \$207.00 in per student funding and the \$203.00 per student funding resulted in a loss of approximately \$150,000.00 in the budget. This is a substantial decrease in revenue considering that the minimum funding allocation for a center is \$32,886.00 and the maximum is \$91,350.00 as mentioned above. Some researchers argue for the need to invest in these programs. These programs offer a prevention component that ultimately will reduce the need for additional services, thereby mitigating the expense (Cibulka & Kritek, 1996). However, if this trend continues coordinators will have to rely on private donations and grants to supplement the budget.

The Capstone Project Question 2 was answered by the data from teachers and administrators. Teachers and administrators perceived that the coordinator's implementation of intervention goals influence school-community relations and school-staff functional relations. The degree of parental involvement varied across school sites. The low-poverty school enjoyed parental involvement in after school activities but lack the necessary involvement when needing school documents signed. The medium-poverty school enjoyed greater parental involvement and participation due largely to a concerted effort by the YSC coordinator and the principal. The high-poverty school had limited parental involvement and participation but this is due, in part, to a lack of concentrated effort to reach out to parents. Further, the findings confirmed that the coordinators have gained new roles. Coordinators are now providing general counseling to students, which is the role of the school counselor. Additionally, the data revealed that the majority of teachers and administrators perceived the implementation of intervention goals has had a positive effect on school-staff functional relations.

Recommendations and Conclusion

To bolster program implementation and effectiveness, I developed a series of recommendations. At the time of this study, there was no current method in place to quantify or qualify the success of the YSC intervention goals. Teachers and administrators reported this lack across all schools. I organized the recommendations specifically for the study sites. It is advisable that JCPS implements the recommendation across youth services centers in order to affect measurable and sustainable change. I offer the following recommendations:

- Further explore teacher perceptions of the YSC design, role, and function
- Devise a plan to incorporate a combination of professional experience, background characteristics, and student-focused personality when selecting coordinators;
- Clearly articulate the primary role of the coordinator to resolve the ambiguity of roles and expectations;
- Offer professional development opportunities designed to address coordinator's deficiencies, particularly in the area of counseling; and
- Build on the current strengths of each center's ability to implement intervention goals successfully.

Recommendation 1: Further explore teacher perceptions of the YSC design, role, and function

Teachers and administrators responses to interview questions suggest that they understand conceptually how the YSC works. However, a teacher at Urban was unsure about the location, accessibility, and role of the center. The data suggest there may be some confusion with some teachers surrounding the design, accessibility, and role of the center. This confusion may lead to some teachers not fully participating in the center at Urban, which may explain the low level of student participation as compared to Midpoint. Therefore, it will be important moving forward that JCPS explore this dimension further to investigate teacher perceptions of the YSC design, role and function as the information provided in this study was limited to three teachers per school.

Recommendation 2: Devise a plan to incorporate a combination of professional experience, background characteristics, and student-focused personality when selecting coordinators

Coordinators are only required to have a bachelor's degree. Coordinators serve in an administrative capacity, and there is no specific educational background or preferred work experience currently required to fill this post. Kalafat and Illback (1998) found, "Coordinators' backgrounds vary considerably, ranging from a variety of human service professionals and educators to paraprofessionals such as a retired coal miner and a factory worker" (p. 576). This general and varied background may pose a problem in the increasing demand for general counseling and referrals for mental health counseling coordinators face.

The findings from the interviews indicate participants did not agree on a key prerequisite skill necessary to obtain the role of coordinator. Teachers were particularly unaware of the skills needed to carry out the function of a coordinator. This lack of knowledge is indicative that teachers do not fully understand the scope of the work of the coordinators. Coordinators agreed that a counseling background was essential because counseling students is part of their everyday role. It is important for a leader in human resources, the FRYSC director, school principals, and veteran coordinators to begin to dialogue about the recruitment of coordinators. Coordinators are the linchpin in providing needed services for students and their families. Consequently, when filling this post, consider the candidates previous experience and skill sets carefully. It is a multifaceted person with preferably some counseling background that would be most productive in the role of coordinator.

Recommendation 3: Clearly articulate the primary role of the coordinator to resolve the ambiguity of roles and expectations

The interview data suggest there is ambiguity in the role and function of the coordinator and there is no clear delineation of duties. The coordinators are the “catch-all” for the school. They manage everything from minor discipline problems to fulfilling the “other duties as assigned” requirement when asked by the principal. Prior research revealed the problem concerning ambiguity of roles with the coordinator (see Smrekar, 1994; 1996a; 1998).

The findings confirm the ambiguity is still present today. This ambiguity is present at all three schools but is heightened at the high-poverty school. This problem is present because teachers and administrators have varying views on the “true” role of the coordinator. Coordinators find themselves serving in many roles but particularly in the role of counselor. The school counselor’s role has shifted to administrative and testing duties; therefore, teachers and administrators allow the coordinator to fill the general counseling void. The coordinator and counselor at the low and medium-poverty schools have accepted this new shift in roles, but they are still working through this shift at the high-poverty school. Teachers and administrators do not agree on a prerequisite skill that a coordinator should have to obtain the position. This further elucidates the need for the human resources department and the FRYSC director to clarify the primary duties and responsibilities of the coordinator. The FRYSC Administrators’ Guide Book offers a two-page job description of the role of the coordinator. I recommend a review of the document by coordinators and the FRYSC director. This review should be done during a monthly workshop. I advise a gradual move toward implementation of the original intent of this document. If not, coordinators may become overburdened with “other duties as assigned” and lose their commitment to the program.

Recommendation 4: Offer professional development opportunities designed to address coordinator's deficiencies

Currently, the FRYSC offers several regional conferences in addition to the monthly meetings offered by the district. However, the interviews with teachers and administrators indicate that some coordinators are lacking training particularly in the area of counseling. Therefore, district leaders must offer professional development opportunities to address key deficiencies, especially in general counseling. JCPS has a wealth of resources available through the local university and community organizations that can help sponsor quarterly professional development workshops. It is my recommendation that the coordinators attend the annual JCPS counselors' in-service to collaborate with school counselors and enhance their basic counseling practice.

Further, training should be meaningful, signifying a well-planned workshop(s) with input from the coordinators. Training should also have explicit measurable outcomes, such as a survey at the end of training to determine if the content of the training was useful. In this way, sustained change occurs.

Recommendation 5: Build on the current strengths of each center's ability to successfully implement intervention goals

YSC coordinators had few guidelines concerning the start up and operation of their centers. Consequently, coordinators relied on informal peer networks in their area. "This lack of central direction may have unintentionally facilitated the creativity and empowerment of coordinators, and may have increased the variation in program approaches," confirmed Kalafat and Illback (1998, p. 576). Therefore, some coordinators with the background and skill set were better able to operate the center and implement intervention goals than others. The interview data indicate teachers and administrators perceive the centers are successfully implementing certain intervention goals. Each coordinator has the intervention goals by category report and can ascertain their level of implementation by the number of participants served. The three sites can share from each other's successes in implementing key intervention goals. For example, the coordinator at Midpoint is doing innovative things to increase parental involvement, and they have had a significant gain in this area. The coordinator at Heights has been successful in implementing extracurricular activities and has substantial parent participation in this area. While Urban does not have the parental participation and involvement, the coordinator may borrow some of the strategies from Midpoint and Heights to get parents involved. These recommendations, if implemented, can assist district leaders and coordinators across Jefferson County in providing efficient and effective services to students.

The purpose and goals of the FRYSC are noble and urgent. Target communities, local education agencies, schools, families, and students have benefited from this initiative.

Conclusion

Today, our society is facing an escalating number of complex problems, such as teenage pregnancy, substance abuse, suicide, and youth violence, which all contribute to the demand for social service agencies to respond. While many of the intellectual, social, physical, emotional, mental, and health-related issues have their roots in poverty and these factors place students at risk, not all at-risk students are poor students from disorganized neighborhoods. Many students from middle and affluent communities struggle with issues that educators must address before learning can take place.

In order to address these problems and help remove the barriers to students' academic success, Kentucky established the Family Resource and Youth Services Centers (FRYSC) initiative with the passage of the Kentucky Education Reform Act (KERA) of 1990. The purpose and goals of the FRYSC are noble and urgent. Target communities, local education agencies, schools, families, and students have benefited from this initiative. The data confirmed that the social context in which the programs are administered allows some coordinators to implement many of the intervention goals successfully. Coordinators serve as the linchpin in providing needed services to students. The examination of the YSC design, implementation, and the role of the coordinator reveals that dedicated, caring, and well-intentioned individuals fill these roles. These professionals seek to not only remove the barriers that hinder students' academic progress but to service the needs of the whole child. Additionally, they aim to affect school-community and school-staff functional relations positively.

However, good intentions alone will not achieve desired outcomes for all involved. The recommendations offered is a worthy beginning to ensure effective and efficient implementations of intervention goals, positive impact on school-staff relations, and more importantly, continued success for all of Kentucky's students.

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About the Author

Deborah De Sousa Owens was born in Panama, Central America. She has lived in the United States since 1976. She has a master's degree in education and currently teaches middle school students in Memphis, Tennessee. She has been an advocate for at-risk youth for over twenty years. Her work includes helping disadvantaged students gain entrance and scholarship money to attend college, tutoring high school dropouts, supervising programs for at-risk students, and advocacy work on education reform issues, such as school choice. She has worked in both the private and public sectors but most notably her work involves supporting at-risk students through non-profit organizations.

Mrs. Owens has served on the Teacher Advisory Board of the Federal Reserve Bank (Memphis Branch) since 2005. She was co-author of the 2004 *Memphis in May Curriculum Guide*, which is distributed to all social studies teachers in Memphis and Shelby County Schools in Tennessee. Currently, she is a doctoral candidate in K-12 School Leadership and Policy at Vanderbilt University, Peabody College.

Appendices

Appendix A: Student and Teacher Demographics by school and JCPS

Student/Teacher Demographics	JCPS 20,439	Urban 489	Midpoint 1,100	Heights 1,300
African-Americans	36%	58.28%	36.02%	35.72%
Whites	54%	34.05%	56.86%	55.76%
Latinos	5%	2.76%	3.04%	2.43%
Asian	2%	0.61%	1.05%	3.17%
Indian			0.10%	0.11%
Other	3%	4.29%	2.93	3.2%
Male students	52%	55.83%	56.02%	38.75%
Female students	48%	44.17%	43.98%	61.25%
African American Male Teachers		7%	5%	1%
African American Female Teachers		12%	11%	11%
Other Male Teachers		24%	23%	23%
Other Female Teachers		56%	61%	61%

Appendix B:
JCPS 2008-2009 Comprehensive School Survey (JCPS, Urban, Midpoint, and Heights)

JCPS

JEFFERSON COUTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

Percent View

Response Rate:

Total: 17,419

(A) STUDENT CHARACTERISTICS

							Adults in family:					
<u>Male</u>	<u>Female</u>	<u>Total</u>					<u>0</u>	<u>1</u>	<u>2</u>	<u>3+</u>	<u>Total</u>	
51.22	48.78	17,336					0.12	13.39	56.03	30.46	13,388	
							Grades over all subjects:					
<u>African American</u>	<u>White</u>	<u>Latino</u>	<u>Asian</u>	<u>Indian</u>	<u>Other</u>	<u>Total</u>	<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F's</u>	<u>Total</u>
35.74	54.40	4.38	2.53	0.07	2.88	17,336	30.83	39.15	22.42	5.90	1.71	14,851
Grade:												
<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Total</u>									
34.57	33.81	31.62	17,320									
Age:												
<u>10yrs</u>	<u>11yrs</u>	<u>12yrs</u>	<u>13yrs</u>	<u>14yrs</u>	<u>15+yrs</u>	<u>Total</u>						
0.04	11.98	27.05	28.11	16.40	1.94	17,315						
Free or Lower Price Lunch:												
<u>Yes</u>	<u>No</u>	<u>Total</u>										
48.76	51.24	17,323										

(B) SCHOOL

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 I learn interesting and useful things at school.	26.79	64.14	7.11	1.97
2 I think school is fun and challenging.	14.10	48.97	28.06	8.86
3 I enjoy going to school.	13.72	44.72	27.21	14.35
4 I really like other students in my school.	28.49	57.67	10.68	3.16
5 I feel that I belong in my school.	26.33	52.30	15.04	6.33
6 I feel like I am part of my school community.	21.03	52.54	20.51	5.92
7 I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students.	30.55	47.83	16.73	4.89
8 My teachers respect my opinion in class even if it disagrees with their opinions.	25.39	51.64	16.97	5.99
9 I feel free to disagree openly with my teachers about political and social issues.	22.27	44.65	24.96	8.12
10 I often talk about politics or national issues with my teachers or other adults at school.	12.28	34.15	39.09	14.48
11 I feel my teachers really care about me.	25.43	51.68	16.00	6.89
12 I believe I can talk with my counselor or dean.	27.73	49.19	16.43	6.65
13 My school provides a caring and supportive environment for students.	25.21	55.78	13.76	5.26
14 I feel safe walking to and from school.	26.42	46.81	16.68	10.09
15 I feel safe outside the building before and after school.	33.43	52.00	10.27	4.30
16 I feel safe and secure at school.	34.71	51.52	9.60	4.17
17 I am very satisfied with my school.	24.48	48.65	18.51	8.36
18 I would rather go to this school than any other school.	25.42	34.61	24.24	15.73
19 I am very satisfied with JCPS.	29.41	49.15	14.18	7.27
Total	24.90	49.37	18.21	7.52

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

JCPS

JEFFERSON COUNTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

Percent View

Response Rate:

Total: 17,419

		<u>Yes</u>	<u>No</u>
20	I participate on sports teams sponsored by my school.	34.28	65.72
21	I participate in clubs or activities (besides sports) sponsored by my school.	37.65	62.35
	Total	35.96	64.04

(C) HOME / COMMUNITY

		<u>Yes</u>	<u>No</u>
1	I have a computer I can use at home.	87.13	12.87
2	I have Internet access at home.	83.09	16.91
3	I participate in sports sponsored by community organizations.	46.18	53.82
4	I participate in clubs or activities (besides sports) sponsored by community organizations.	28.68	71.32
	Total	61.27	38.73

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
5	I often talk about politics or national issues with my friends.	11.37	28.76	37.88	21.99
6	I often talk about politics or national issues with my parents or family.	21.58	39.89	25.48	13.05
	Total	16.47	34.32	31.68	17.52

		<u>Yes</u>	<u>No</u>
7	I currently perform service for people or do other work to make our community a better place.	35.11	64.89
8	In the past, I performed service for people or did other work to make our community a better place.	53.44	46.56
9	When I am 18, I am planning to vote in a public election.	85.78	14.22
10	I would contact a public official about an issue of concern.	57.09	42.91
	Total	57.85	42.15

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
11	I routinely reuse and recycle everything that I can.	18.94	38.36	33.23	9.47
12	I try to save energy every day.	22.25	47.37	24.37	6.01
13	I have the ability to make a difference in my local community.	26.70	47.74	19.42	6.14
	Total	22.63	44.49	25.67	7.21

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

JCPS

JEFFERSON COUTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

Percent View

Response Rate:

Total: 17,419

(D) PERSONAL DEVELOPMENT

		<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1	I eat breakfast every day.	32.87	27.92	28.88	10.34
2	I do physical exercise 3 times per week.	40.54	37.19	17.30	4.98
3	I'm good at finding fair solutions to problems.	27.80	56.21	13.05	2.95
4	I know how to disagree without starting a fight.	30.51	48.99	14.10	6.40
5	I am good at taking turns and sharing things with others.	29.95	52.61	13.31	4.13
6	I care about the feelings of others.	34.89	52.58	9.58	2.95
7	I try to help when I see people in need.	34.51	54.43	9.17	1.88
8	I always try to tell the truth.	25.17	54.25	16.62	3.96
	Total	32.03	48.02	15.25	4.70

(E) SCHOOL OPERATION

		<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1	My principal provides effective leadership at my school.	36.83	47.50	10.67	5.00
2	My teachers provide academically challenging content.	30.85	55.55	10.36	3.24
3	Teachers at my school assign meaningful homework on a regular basis.	26.62	50.12	17.20	6.06
4	Teachers at my school provide effective teaching.	30.07	56.22	10.27	3.44
5	I feel my teachers really enjoy teaching me.	25.81	48.05	19.26	6.88
6	I receive individual attention from my teachers to help me learn better.	18.36	44.96	28.46	8.21
7	I have opportunities to talk about my school progress with my teachers.	22.51	50.33	21.24	5.92
8	My teachers provide regular communication to my parent(s)/guardian(s) on my progress.	21.90	45.94	25.28	6.88
9	I am reading more at home.	26.43	36.41	25.50	11.67
10	I have developed the skill to apply math to situations outside of school.	27.52	49.51	17.38	5.60
11	The learning activities I do at school make me a better writer.	27.93	52.71	14.74	4.62
12	I regularly engage in active investigations and experiments in science.	27.31	49.97	17.15	5.57
13	Social Studies courses helps me understand the news.	26.65	47.83	19.16	6.36
14	I have developed more appreciation for music and the arts through courses at my school.	26.64	41.40	23.88	8.07
15	Students at my school are involved in community service in a way that supports our learning.	15.60	44.90	31.00	8.50
16	My classes have a reasonable number of students in them.	28.98	56.40	10.58	4.04
17	Textbooks and other school materials are of high quality.	23.37	50.80	18.83	7.00
18	My school is equipped with up-to-date computers and other technology.	31.02	51.26	12.71	5.01
19	A broad range of guidance and support services are available to me at my school.	22.63	56.28	16.07	5.02
20	I enjoy the meals served at my school.	13.28	33.68	27.09	25.95
21	My school is clean.	17.13	45.33	23.93	13.60
22	At my school, I feel verbal bullying is not a problem.	17.16	35.02	28.72	19.10
23	At my school, I feel physical bullying is not a problem.	20.06	38.50	24.40	17.04
24	At my school, I feel Internet bullying is not a problem.	27.67	43.23	16.66	12.44
25	When safety concerns are reported to the adults in my school, they are handled quickly.	30.41	49.38	14.28	5.92
26	I believe the adults in my school will take care of any unsafe situation.	36.45	48.53	9.74	5.29

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Urban

JEFFERSON COUNTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

, 710

Percent View

Response Rate:

Total: 326

(A) STUDENT CHARACTERISTICS

<u>Male</u>	<u>Female</u>	<u>Total</u>
55.83	44.17	326

Adults in family:

<u>0</u>	<u>1</u>	<u>2</u>	<u>3+</u>	<u>Total</u>
0.00	20.55	42.69	36.76	201

<u>African American</u>	<u>White</u>	<u>Latino</u>	<u>Asian</u>	<u>Indian</u>	<u>Other</u>	<u>Total</u>
58.28	34.05	2.76	0.61	0.00	4.29	326

Grades over all subjects:

<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F's</u>	<u>Total</u>
20.08	45.90	28.69	4.10	1.23	244

Grade:

<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Total</u>
35.58	34.05	30.37	326

Age:

<u>10yrs</u>	<u>11yrs</u>	<u>12yrs</u>	<u>13yrs</u>	<u>14yrs</u>	<u>15+yrs</u>	<u>Total</u>
0.00	9.00	27.76	28.28	17.48	1.29	326

Free or Lower Price Lunch:

<u>Yes</u>	<u>No</u>	<u>Total</u>
87.73	12.27	326

(B) SCHOOL

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1	I learn interesting and useful things at school.	22.19	62.91	9.93	4.97
2	I think school is fun and challenging.	15.23	42.38	27.15	15.23
3	I enjoy going to school.	13.74	45.05	25.24	15.97
4	I really like other students in my school.	16.19	61.59	14.60	7.62
5	I feel that I belong in my school.	17.89	44.41	25.56	12.14
6	I feel like I am part of my school community.	14.01	45.93	29.32	10.75
7	I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students.	25.63	46.84	18.99	8.54
8	My teachers respect my opinion in class even if it disagrees with their opinions.	19.49	43.45	24.60	12.46
9	I feel free to disagree openly with my teachers about political and social issues.	19.94	44.69	21.86	13.50
10	I often talk about politics or national issues with my teachers or other adults at school.	14.89	32.04	34.30	18.77
11	I feel my teachers really care about me.	18.73	42.22	23.81	15.24
12	I believe I can talk with my counselor or dean.	18.91	46.47	23.72	10.90
13	My school provides a caring and supportive environment for students.	16.45	48.39	23.23	11.94
14	I feel safe walking to and from school.	22.37	38.49	19.74	19.41
15	I feel safe outside the building before and after school.	22.76	46.79	15.71	14.74
16	I feel safe and secure at school.	22.12	44.23	21.47	12.18
17	I am very satisfied with my school.	15.58	39.94	27.27	17.21
18	I would rather go to this school than any other school.	14.29	29.22	23.38	33.12
19	I am very satisfied with JCPS.	25.72	47.91	13.18	13.18
	Total	18.74	44.89	22.27	14.10

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Urban

JEFFERSON COUNTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

[REDACTED], 710

Percent View

Response Rate:

Total: 326

		<u>Yes</u>	<u>No</u>
20	I participate on sports teams sponsored by my school.	28.62	71.38
21	I participate in clubs or activities (besides sports) sponsored by my school.	37.75	62.25
	Total	33.18	66.82

(C) HOME / COMMUNITY

		<u>Yes</u>	<u>No</u>
1	I have a computer I can use at home.	66.67	33.33
2	I have Internet access at home.	62.46	37.54
3	I participate in sports sponsored by community organizations.	41.56	58.44
4	I participate in clubs or activities (besides sports) sponsored by community organizations.	38.83	61.17
	Total	52.38	47.62

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
5	I often talk about politics or national issues with my friends.	15.11	23.79	38.26	22.83
6	I often talk about politics or national issues with my parents or family.	24.67	36.18	23.36	15.79
	Total	19.89	29.99	30.81	19.31

		<u>Yes</u>	<u>No</u>
7	I currently perform service for people or do other work to make our community a better place.	33.55	66.45
8	In the past, I performed service for people or did other work to make our community a better place.	41.10	58.90
9	When I am 18, I am planning to vote in a public election.	71.66	28.34
10	I would contact a public official about an issue of concern.	46.25	53.75
	Total	48.14	51.86

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
11	I routinely reuse and recycle everything that I can.	16.88	34.09	36.69	12.34
12	I try to save energy every day.	23.38	38.64	27.60	10.39
13	I have the ability to make a difference in my local community.	24.04	40.07	26.48	9.41
	Total	21.43	37.60	30.26	10.71

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Urban

JEFFERSON COUNTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

Response Rate: , 710

Percent View Response Rate: Total: 326
(D) PERSONAL DEVELOPMENT

		<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1	I eat breakfast every day.	31.19	31.51	26.05	11.25
2	I do physical exercise 3 times per week.	24.59	40.00	26.56	8.85
3	I'm good at finding fair solutions to problems.	25.66	54.28	14.47	5.59
4	I know how to disagree without starting a fight.	26.97	43.75	18.09	11.18
5	I am good at taking turns and sharing things with others.	25.74	51.49	14.19	8.58
6	I care about the feelings of others.	27.78	51.96	14.71	5.56
7	I try to help when I see people in need.	27.39	54.46	12.87	5.28
8	I always try to tell the truth.	28.15	46.36	17.55	7.95
	Total	27.18	46.72	18.06	8.03

(E) SCHOOL OPERATION

		<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1	My principal provides effective leadership at my school.	26.55	42.76	18.62	12.07
2	My teachers provide academically challenging content.	18.47	52.26	20.56	8.71
3	Teachers at my school assign meaningful homework on a regular basis.	10.88	38.25	30.53	20.35
4	Teachers at my school provide effective teaching.	20.14	55.12	13.07	11.66
5	I feel my teachers really enjoy teaching me.	23.78	41.96	20.98	13.29
6	I receive individual attention from my teachers to help me learn better.	17.19	45.61	24.56	12.63
7	I have opportunities to talk about my school progress with my teachers.	20.42	42.61	23.59	13.38
8	My teachers provide regular communication to my parent(s)/guardian(s) on my progress.	23.43	36.36	26.92	13.29
9	I am reading more at home.	15.00	39.64	28.21	17.14
10	I have developed the skill to apply math to situations outside of school.	24.03	50.18	16.61	9.19
11	The learning activities I do at school make me a better writer.	19.93	51.60	19.57	8.90
12	I regularly engage in active investigations and experiments in science.	14.44	51.26	24.19	10.11
13	Social Studies courses helps me understand the news.	22.06	38.08	25.98	13.88
14	I have developed more appreciation for music and the arts through courses at my school.	15.66	41.99	28.47	13.88
15	Students at my school are involved in community service in a way that supports our learning.	13.26	40.50	31.90	14.34
16	My classes have a reasonable number of students in them.	19.15	50.00	20.57	10.28
17	Textbooks and other school materials are of high quality.	17.92	42.65	24.01	15.41
18	My school is equipped with up-to-date computers and other technology.	15.88	42.96	27.08	14.08
19	A broad range of guidance and support services are available to me at my school.	15.47	47.12	25.54	11.87
20	I enjoy the meals served at my school.	11.96	34.06	26.09	27.90
21	My school is clean.	11.51	28.06	23.74	36.69
22	At my school, I feel verbal bullying is not a problem.	14.29	27.86	32.14	25.71
23	At my school, I feel physical bullying is not a problem.	14.44	33.21	27.44	24.91
24	At my school, I feel Internet bullying is not a problem.	18.48	38.04	22.83	20.65
25	When safety concerns are reported to the adults in my school, they are handled quickly.	20.22	40.79	22.74	16.25
26	I believe the adults in my school will take care of any unsafe situation.	23.84	45.91	17.08	13.17

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

JEFFERSON COUTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

Midpoint , 049

Percent View

Response Rate:

Total: 956

(A) STUDENT CHARACTERISTICS

<u>Male</u>	<u>Female</u>	<u>Total</u>	Adults in family:									
56.02	43.98	955	<u>0</u>	<u>1</u>	<u>2</u>	<u>3+</u>	<u>Total</u>					
			0.35	11.85	57.63	30.16	748					
<u>African American</u>			Grades over all subjects:									
<u>American</u>	<u>White</u>	<u>Latino</u>	<u>Asian</u>	<u>Indian</u>	<u>Other</u>	<u>Total</u>	<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F's</u>	<u>Total</u>
36.02	56.86	3.04	1.05	0.10	2.93	955	30.39	40.64	20.86	6.08	2.03	839
Grade:												
<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Total</u>									
32.36	35.71	31.94	955									
Age:												
<u>10yrs</u>	<u>11yrs</u>	<u>12yrs</u>	<u>13yrs</u>	<u>14yrs</u>	<u>15+yrs</u>	<u>Total</u>						
0.00	11.60	26.85	29.44	16.06	1.25	955						
Free or Lower Price Lunch:												
<u>Yes</u>	<u>No</u>	<u>Total</u>										
53.98	46.02	954										

Grade:

Age:

Free or Lower Price Lunch:

(B) SCHOOL

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1	I learn interesting and useful things at school.	27.19	62.49	8.10	2.22
2	I think school is fun and challenging.	14.24	46.72	29.81	9.23
3	I enjoy going to school.	12.65	45.62	26.30	15.43
4	I really like other students in my school.	29.14	56.06	11.01	3.78
5	I feel that I belong in my school.	27.17	54.79	13.92	4.12
6	I feel like I am part of my school community.	18.42	56.03	19.98	5.58
7	I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students.	27.84	50.67	16.26	5.23
8	My teachers respect my opinion in class even if it disagrees with their opinions.	23.67	54.93	16.31	5.10
9	I feel free to disagree openly with my teachers about political and social issues.	19.53	48.88	24.44	7.14
10	I often talk about politics or national issues with my teachers or other adults at school.	10.16	32.25	42.41	15.18
11	I feel my teachers really care about me.	23.72	55.68	14.48	6.12
12	I believe I can talk with my counselor or dean.	21.83	50.89	19.04	8.24
13	My school provides a caring and supportive environment for students.	27.35	56.73	12.11	3.81
14	I feel safe walking to and from school.	25.24	48.68	17.07	9.01
15	I feel safe outside the building before and after school.	31.92	55.36	9.26	3.46
16	I feel safe and secure at school.	36.05	53.29	6.80	3.85
17	I am very satisfied with my school.	24.30	52.51	16.72	6.47
18	I would rather go to this school than any other school.	25.47	40.11	22.23	12.18
19	I am very satisfied with JCPS.	27.42	50.17	15.72	6.69
	Total	23.86	51.15	18.00	6.99

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

JEFFERSON COUTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

Midpoint , 049

Percent View

Response Rate:

Total: 956

		<u>Yes</u>	<u>No</u>
20	I participate on sports teams sponsored by my school.	32.89	67.11
21	I participate in clubs or activities (besides sports) sponsored by my school.	48.68	51.32
	Total	40.78	59.22

(C) HOME / COMMUNITY

		<u>Yes</u>	<u>No</u>
1	I have a computer I can use at home.	85.54	14.46
2	I have Internet access at home.	81.20	18.80
3	I participate in sports sponsored by community organizations.	43.05	56.95
4	I participate in clubs or activities (besides sports) sponsored by community organizations.	22.31	77.69
	Total	58.02	41.98

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
5	I often talk about politics or national issues with my friends.	10.95	29.24	34.17	25.63
6	I often talk about politics or national issues with my parents or family.	18.04	40.81	25.30	15.84
	Total	14.50	35.03	29.74	20.74

		<u>Yes</u>	<u>No</u>
7	I currently perform service for people or do other work to make our community a better place.	30.48	69.52
8	In the past, I performed service for people or did other work to make our community a better place.	50.06	49.94
9	When I am 18, I am planning to vote in a public election.	85.02	14.98
10	I would contact a public official about an issue of concern.	53.18	46.82
	Total	54.68	45.32

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
11	I routinely reuse and recycle everything that I can.	12.46	40.36	35.89	11.29
12	I try to save energy every day.	16.54	48.03	28.92	6.51
13	I have the ability to make a difference in my local community.	20.70	51.12	21.13	7.04
	Total	16.57	46.50	28.65	8.28

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

JEFFERSON COUTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

Midpoint

, 049

Percent View

Response Rate:

Total: 956

(D) PERSONAL DEVELOPMENT

		<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1	I eat breakfast every day.	29.65	30.50	29.65	10.20
2	I do physical exercise 3 times per week.	39.89	38.71	16.67	4.73
3	I'm good at finding fair solutions to problems.	24.60	58.04	14.56	2.80
4	I know how to disagree without starting a fight.	28.22	48.76	15.89	7.14
5	I am good at taking turns and sharing things with others.	26.99	54.30	13.55	5.16
6	I care about the feelings of others.	32.04	56.45	8.39	3.12
7	I try to help when I see people in need.	32.18	55.94	9.94	1.94
8	I always try to tell the truth.	25.13	53.28	17.62	3.97
	Total	29.84	49.50	15.78	4.88

(E) SCHOOL OPERATION

		<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1	My principal provides effective leadership at my school.	38.99	51.66	6.98	2.36
2	My teachers provide academically challenging content.	31.61	57.10	8.28	3.01
3	Teachers at my school assign meaningful homework on a regular basis.	24.46	53.43	16.63	5.47
4	Teachers at my school provide effective teaching.	28.31	58.45	10.12	3.12
5	I feel my teachers really enjoy teaching me.	24.51	49.68	20.41	5.40
6	I receive individual attention from my teachers to help me learn better.	15.43	44.34	33.23	7.01
7	I have opportunities to talk about my school progress with my teachers.	19.57	52.80	21.83	5.81
8	My teachers provide regular communication to my parent(s)/guardian(s) on my progress.	18.47	43.93	30.18	7.41
9	I am reading more at home.	22.99	35.12	27.60	14.29
10	I have developed the skill to apply math to situations outside of school.	27.12	48.55	18.22	6.11
11	The learning activities I do at school make me a better writer.	25.75	54.83	14.59	4.83
12	I regularly engage in active investigations and experiments in science.	25.78	50.49	16.72	7.01
13	Social Studies courses helps me understand the news.	24.81	53.18	16.50	5.50
14	I have developed more appreciation for music and the arts through courses at my school.	26.59	40.69	24.22	8.50
15	Students at my school are involved in community service in a way that supports our learning.	14.79	46.87	31.32	7.02
16	My classes have a reasonable number of students in them.	27.82	58.43	9.88	3.87
17	Textbooks and other school materials are of high quality.	24.41	56.88	13.55	5.16
18	My school is equipped with up-to-date computers and other technology.	32.04	53.83	10.68	3.45
19	A broad range of guidance and support services are available to me at my school.	20.52	60.59	14.12	4.78
20	I enjoy the meals served at my school.	13.10	34.52	26.30	26.08
21	My school is clean.	19.85	52.28	19.74	8.13
22	At my school, I feel verbal bullying is not a problem.	16.94	39.16	25.35	18.55
23	At my school, I feel physical bullying is not a problem.	18.66	40.78	24.08	16.49
24	At my school, I feel Internet bullying is not a problem.	27.87	44.58	15.62	11.93
25	When safety concerns are reported to the adults in my school, they are handled quickly.	33.41	49.46	12.82	4.31
26	I believe the adults in my school will take care of any unsafe situation.	40.43	49.19	6.05	4.32

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Heights

JEFFERSON COUNTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

, 435

Percent View

Response Rate:

Total: 947

(A) STUDENT CHARACTERISTICS

<u>Male</u>	<u>Female</u>	<u>Total</u>	Adults in family:					<u>Total</u>				
38.75	61.25	947	<u>0</u>	<u>1</u>	<u>2</u>	<u>3+</u>		744				
			0.35	12.32	60.33	27.00						
<u>African American</u>			Grades over all subjects:									
<u>American</u>	<u>White</u>	<u>Latino</u>	<u>Asian</u>	<u>Indian</u>	<u>Other</u>	<u>Total</u>	<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F's</u>	<u>Total</u>
35.27	55.76	2.43	3.17	0.11	3.27	947	54.48	29.39	13.50	1.79	0.84	837
Grade:												
<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Total</u>									
36.96	37.59	25.45	947									
Age:												
<u>10yrs</u>	<u>11yrs</u>	<u>12yrs</u>	<u>13yrs</u>	<u>14yrs</u>	<u>15+yrs</u>	<u>Total</u>						
0.37	13.83	28.57	25.73	15.75	2.38	946						
Free or Lower Price Lunch:												
<u>Yes</u>	<u>No</u>	<u>Total</u>										
40.76	59.24	947										

(B) SCHOOL

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1	I learn interesting and useful things at school.	25.98	65.43	6.74	1.85
2	I think school is fun and challenging.	17.10	54.58	22.77	5.56
3	I enjoy going to school.	17.97	50.44	22.98	8.61
4	I really like other students in my school.	36.90	52.51	8.52	2.07
5	I feel that I belong in my school.	33.73	54.80	9.28	2.18
6	I feel like I am part of my school community.	21.51	57.97	16.92	3.60
7	I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students.	33.41	48.53	14.25	3.81
8	My teachers respect my opinion in class even if it disagrees with their opinions.	27.67	53.59	14.05	4.68
9	I feel free to disagree openly with my teachers about political and social issues.	25.33	44.96	22.48	7.24
10	I often talk about politics or national issues with my teachers or other adults at school.	14.33	31.62	39.39	14.66
11	I feel my teachers really care about me.	26.91	52.08	14.00	7.00
12	I believe I can talk with my counselor or dean.	22.10	52.08	17.83	7.99
13	My school provides a caring and supportive environment for students.	25.30	58.75	11.99	3.96
14	I feel safe walking to and from school.	23.68	50.06	17.02	9.24
15	I feel safe outside the building before and after school.	32.57	55.85	8.85	2.73
16	I feel safe and secure at school.	35.78	54.05	7.55	2.63
17	I am very satisfied with my school.	33.52	49.07	13.80	3.61
18	I would rather go to this school than any other school.	42.40	39.78	12.24	5.57
19	I am very satisfied with JCPS.	29.21	49.67	15.43	5.69
	Total	27.65	51.36	15.58	5.40

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Heights

JEFFERSON COUNTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

~~XXXXXXXXXX~~, 435

Percent View

Response Rate:

Total: 947

		<u>Yes</u>	<u>No</u>
20	I participate on sports teams sponsored by my school.	38.95	61.05
21	I participate in clubs or activities (besides sports) sponsored by my school.	42.48	57.52
	Total	40.72	59.28

(C) HOME / COMMUNITY

		<u>Yes</u>	<u>No</u>
1	I have a computer I can use at home.	89.96	10.04
2	I have Internet access at home.	88.52	11.48
3	I participate in sports sponsored by community organizations.	48.74	51.26
4	I participate in clubs or activities (besides sports) sponsored by community organizations.	34.03	65.97
	Total	65.31	34.69

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
5	I often talk about politics or national issues with my friends.	14.77	29.65	37.86	17.72
6	I often talk about politics or national issues with my parents or family.	27.33	38.86	24.37	9.44
	Total	21.05	34.25	31.11	13.58

		<u>Yes</u>	<u>No</u>
7	I currently perform service for people or do other work to make our community a better place.	42.06	57.94
8	In the past, I performed service for people or did other work to make our community a better place.	62.69	37.31
9	When I am 18, I am planning to vote in a public election.	89.18	10.82
10	I would contact a public official about an issue of concern.	59.83	40.17
	Total	63.44	36.56

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
11	I routinely reuse and recycle everything that I can.	21.84	39.52	29.42	9.22
12	I try to save energy every day.	25.33	47.59	21.27	5.81
13	I have the ability to make a difference in my local community.	27.91	46.59	19.34	6.15
	Total	25.03	44.57	23.34	7.06

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Heights

JEFFERSON COUNTY PUBLIC SCHOOLS
2008-2009 COMPREHENSIVE SCHOOL SURVEY
MIDDLE SCHOOL STUDENTS

, 435

Percent View

Response Rate:

Total: 947

(D) PERSONAL DEVELOPMENT

		<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1	I eat breakfast every day.	34.03	28.01	25.93	12.04
2	I do physical exercise 3 times per week.	43.09	37.17	15.35	4.39
3	I'm good at finding fair solutions to problems.	28.85	59.25	10.02	1.87
4	I know how to disagree without starting a fight.	31.94	49.34	13.88	4.85
5	I am good at taking turns and sharing things with others.	32.05	52.14	12.29	3.51
6	I care about the feelings of others.	41.01	46.82	9.54	2.63
7	I try to help when I see people in need.	37.18	53.14	8.03	1.65
8	I always try to tell the truth.	25.50	54.86	14.79	4.86
	Total	34.21	47.59	13.73	4.47

(E) SCHOOL OPERATION

		<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1	My principal provides effective leadership at my school.	24.20	49.61	18.15	8.03
2	My teachers provide academically challenging content.	31.61	56.17	10.24	1.98
3	Teachers at my school assign meaningful homework on a regular basis.	24.34	50.44	19.71	5.51
4	Teachers at my school provide effective teaching.	30.12	58.25	9.19	2.44
5	I feel my teachers really enjoy teaching me.	29.50	47.96	16.91	5.64
6	I receive individual attention from my teachers to help me learn better.	18.12	50.06	25.64	6.19
7	I have opportunities to talk about my school progress with my teachers.	22.48	53.05	19.27	5.20
8	My teachers provide regular communication to my parent(s)/guardian(s) on my progress.	20.66	46.74	26.63	5.97
9	I am reading more at home.	32.08	36.39	22.46	9.07
10	I have developed the skill to apply math to situations outside of school.	28.25	51.06	15.24	5.45
11	The learning activities I do at school make me a better writer.	29.42	54.76	12.83	2.99
12	I regularly engage in active investigations and experiments in science.	29.98	51.99	13.61	4.42
13	Social Studies courses helps me understand the news.	27.77	48.67	16.59	6.97
14	I have developed more appreciation for music and the arts through courses at my school.	36.32	40.09	17.39	6.20
15	Students at my school are involved in community service in a way that supports our learning.	15.39	50.83	26.91	6.87
16	My classes have a reasonable number of students in them.	29.72	57.90	8.95	3.43
17	Textbooks and other school materials are of high quality.	18.56	51.93	21.77	7.73
18	My school is equipped with up-to-date computers and other technology.	31.64	50.33	13.27	4.76
19	A broad range of guidance and support services are available to me at my school.	23.21	59.71	13.73	3.35
20	I enjoy the meals served at my school.	9.45	26.03	28.59	35.93
21	My school is clean.	15.19	45.34	24.83	14.63
22	At my school, I feel verbal bullying is not a problem.	14.00	36.22	32.44	17.33
23	At my school, I feel physical bullying is not a problem.	17.39	44.63	23.81	14.17
24	At my school, I feel Internet bullying is not a problem.	24.97	45.93	17.39	11.71
25	When safety concerns are reported to the adults in my school, they are handled quickly.	29.54	51.11	14.27	5.09
26	I believe the adults in my school will take care of any unsafe situation.	34.18	52.05	9.43	4.33

Accountability, Research and Planning

4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Appendix C:
NSA0004 Step 07 Referral Totals by Category reports by school sites

Urban

NSA0004 Step 07 Referral Counts by Loc/Ctgy

July 2008 - June 2009

printed 07/06/2009

<i>Urban</i>	ATTENDANCE	0	2	1	0	0	0	0	7	1	0	0	0	11
	BASIC NEEDS	5	30	33	34	4	19	8	8	20	0	0	0	361
	BEHAVIOR PROBLEMS	0	0	19	15	7	9	8	2	14	0	0	0	74
	AFTER SCHOOL PROGRAM	0	0	0	0	0	1	0	0	3	0	0	0	4
	LIFE SKILLS	0	0	25	2	1	6	1	1	3	0	0	0	39
	PEER RELATIONS	0	1	8	3	16	18	13	6	15	0	0	0	80
	PREVENTION ACTIVITY	0	0	1	0	0	0	0	0	0	0	0	0	1
	ACAD SUPP/ISSUES	0	8	25	8	1	4	1	1	6	0	3	0	57
	MENTORING	0	0	3	1	0	0	0	0	0	0	0	0	4
	TRANSITION PROGRAM	27	0	1	0	0	0	0	0	0	0	0	0	28
	CRISIS INTERVENTION	0	0	5	2	0	3	1	2	7	0	0	0	20
	HEALTH SERVICES	0	0	7	5	0	5	4	2	4	0	0	0	27
	MENTAL HEALTH	0	1	24	6	7	3	0	3	7	0	0	0	51
	FREE LUNCH ASSIST	0	1	1	0	0	0	0	0	0	0	0	0	2
	LEGAL/CRIMINAL ISSUE	0	0	4	1	0	0	0	4	0	0	1	0	10
	PARENT CONTACT	0	9	29	9	3	5	1	3	11	0	3	0	73
	PARENT INVOLVEMENT	0	0	102	0	0	0	0	0	0	0	0	0	102
	PARENT TEACHER CONF	0	0	0	80	0	0	0	0	0	0	0	0	80
	PTA SUPPORT	15	0	1	1	0	0	0	0	0	0	0	0	17

Midpoint

NSA0004 Step 07 Referral Counts by

July 2008 - June 2009 (Printed 7/6/2009)

Midpoint

ATTENDANCE	39	122	30	30	52	33	61	84	80	6	1	0	363
BASIC NEEDS	18	39	13	10	5	1	16	15	8	1	2	1	538
STUDENT RECOGNITION	0	0	0	0	9	6	3	20	14	0	0	0	129
TRANSPORTATION	2	12	6	2	2	1	2	4	3	0	0	0	52
BEHAVIOR PROBLEMS	0	6	2	9	5	7	11	14	30	12	3	0	34
AFTER SCHOOL PROGRAM	3	8	1	0	3	0	1	10	10	0	2	1	99
LIFE SKILLS	0	1	2	9	15	9	22	19	15	2	0	0	39
PEER RELATIONS	0	11	2	8	12	9	17	22	20	4	3	0	94
PREVENTION ACTIVITY	0	2	2	2	11	9	13	12	7	0	0	0	105
ACAD SUPP/ISSUES	8	21	12	30	29	30	40	66	74	22	7	1	58
EMPLOYMENT	0	0	3	2	4	0	6	4	4	0	0	0	340
MENTORING	0	0	0	0	0	0	1	5	1	0	0	0	23
TRANSITION PROGRAM	0	0	0	0	0	0	0	1	0	0	0	0	7
ADULT/CHILD PROTECT	1	3	0	1	5	2	3	3	0	15	0	0	16
CRISIS INTERVENTION	0	8	3	10	5	4	6	17	17	6	2	0	20
DRUG AND ALCOHOL	0	1	0	0	0	0	2	0	1	0	0	0	78
HEALTH SERVICES	19	21	5	14	9	5	8	7	17	3	2	1	4
MENTAL HEALTH	2	16	11	35	33	33	26	51	54	32	31	0	411
FREE LUNCH ASSIST	0	1	0	0	0	0	0	1	0	0	0	0	324
LEGAL/CRIMINAL ISSUE	0	0	0	3	4	2	8	13	3	0	0	0	2
PARENT CONTACT	58	31	16	39	35	24	50	52	68	20	2	1	33
PARENT TEACHER CONF	0	0	0	0	0	2	0	1	3	2	0	0	396
													8

Heights

NSA0004 Step 07 - Referral Counts by Loc/City

7/6/2009

	ATTENDANCE	0	14	1	2	1	0	0	6	5	1	0	0	30
	BASIC NEEDS	0	29	25	34	50	50	59	71	60	108	51	2	539
	TRANSPORTATION	0	0	0	1	0	1	1	3	0	0	0	0	6
	BEHAVIOR PROBLEMS	0	2	0	0	2	0	1	8	3	2	0	0	18
	AFTER SCHOOL PROGRAM	0	0	0	0	0	0	1	0	2	0	0	0	3
	LIFE SKILLS	0	5	0	0	0	0	0	1	0	0	0	0	6
	PEER RELATIONS	0	0	0	0	0	1	2	1	3	2	0	0	9
	ACAD SUPP/ISSUES	0	0	0	0	2	0	2	2	3	0	0	0	9
	EMPLOYMENT	0	0	0	0	0	0	0	1	46	4	5	0	56
	MENTORING	0	7	0	0	0	1	2	0	1	0	0	0	11
	TRANSITION PROGRAM	0	0	0	0	0	0	2	0	1	1	1	0	5
	ADULT/CHILD PROTECT	0	0	0	1	0	0	0	0	0	0	0	0	1
	CRISIS INTERVENTION	0	0	0	1	1	0	0	0	0	3	1	0	6
	HEALTH SERVICES	0	0	0	1	0	0	0	1	3	2	0	0	7
	MENTAL HEALTH	0	2	2	5	5	5	13	16	16	13	1	0	78
	PARENT CONTACT	0	13	2	6	13	4	9	14	13	5	1	0	86

Appendix D:
Interview Protocols

Interview Protocol for YSC Coordinators

BIOGRAPHICAL SKETCH

- How long have you served as the youth services coordinator?
- How long have you been employed with JCPS?
- Describe your career background.
- Describe your educational background.

Perceptions of students' experiences inside and outside of school

- What types of activities do your students participate in with their families? (Probe)
- What types of extracurricular activities have your students participated in while at this school?
- What types of conversations do you have with students outside of the school day? (i.e. plans for doing better in school, transitioning to high school)
- How would you describe your student's perception of your expectations concerning them? (high/low, do you know if they think you even care about them)
- What safeguards are in place at your school to ensure that all students are successful?
- Who do students feel the most comfortable talking to or have the closest relationship with at this school? (How does he/she help students in school?)

Knowledge/Perception of family educational background

- What is the educational background of the parents whose families you serve?
- What types of occupations/jobs do parents hold?
- Have you worked with any older siblings from the same family? Did these siblings finish high school?

Knowledge/Perception of parental involvement

- How have parents interacted with you throughout their child's education?
- In what other ways are parents involved in your school? (Probe)
- What types of conversations do you have with parents about school?
- What do you perceive are parents' expectations of you as the center's coordinator?
- What do you believe are parents' expectations for their child's future?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Knowledge/Perception of YSCs function and design

- Earlier, we talked about your primary role as coordinator, but now I would like you to expand on your role as site coordinator.
 - What is your understanding of the requirements for receiving help from YSC?
 - Who is eligible?
 - How hard is it for students to meet these requirements?
 - What are the components of YSC?
 - Where is the center located in the building? In your opinion, is this the appropriate location for the center? Why? Why not?

Knowledge/Perception on school staff relations

Principal

- How would you describe the relationship between the principal and students at this school?
- How would you describe your relationship with the principal? What are some of the situations that may lead you to interact with the principal?
- How would you describe the nature of the principal's involvement with the YSC?
- What do you believe is the most significant role of the principal in the work of the YSC?

Guidance counselor

- How visible is the guidance counselor in this school?
- How would you describe the relationship between the guidance counselor and students at this school?
- How would you describe your relationship with the guidance counselor? What are some of the situations that may lead you to interact with the guidance counselor?
- How would you describe the nature of the guidance counselor's involvement with the center?
 - What, if anything, do you believe is the most significant role of the guidance counselor in the work of the YSC?

Teachers

- How often would you say you interact with the faculty and support staff at this school? What types of interactions do you have with them?
- How involved are the teachers with the YSC?
- Which members of the faculty/staff s would you say are more likely to be involved with the YSC? Why?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Conceptions of Coordinator's Role and Function

- Would you say that you are visible in the school?
- What impact has your leadership had on this school?
- What would you say your primary role/responsibilities are in this school? What is a typical day like for you?
- What is the major challenge/concern that students bring to you? What are their primary needs?
- How are you able to meet the varying needs of the students?
- How do other educational priorities (NCLB) influence YSC role and function?
- In your opinion, is the YSC in your school effective? Why or why not?
- What would you say is the most important prerequisite for obtaining this job? In your opinion, what is the most important trait a YSC coordinator should have?

Implementation of YSC Goals: Behavior and Academic Support

- Has YSC's programs influenced student behavior/suspensions? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Has YSC's programs provided academic support for students? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Would you say that YSC's is meeting the behavior/suspension and academic goals as outlined by JCPS?
- What services would you say the students and their families use most? Why?
- Does YSC's affect student's desire to come to school? If so, in what ways?
- Are there any noticeable differences between the students who participate in the program and those who do not participate in the YSC's? Please explain.
- How has this school changed because of the program? How have the students who participate in YSC changed because of the program?

SCHOOL- LINKED SOCIAL SERVICES/Youth Services Centers**Conceptions of Individual Program design and Student Participation**

- Based on your own experience, what would you say are the strengths of this program? What about weaknesses?
- What about dislikes? What are some things you do not like so much about the program?
- In your opinion, what would make the YSC at your school better?
- Name one element that if taken away would hurt the program most?
- What, if anything, do you think makes this particular center different from other sites?
- How many students participate in the program? How many students do you serve daily?
- Do you think that the program design at this school allows for more student participation? If so, why?

Closing Thoughts

We have reached the end of our interview and I have one last question for you. Your duties are so varied and require a lot of time and dedication, why do you continue to work here even though it requires such a commitment?

Is there anything else you would like to share with me about the YSC?

Thank you for your time.

Interview Protocol for Counselors

BIOGRAPHICAL SKETCH

- How long have you been employed with JCPS?
- How long have you been a counselor at this school?
- What would you say your primary role/responsibilities are in this school? What is a typical day like for you?

Perceptions of Student's experiences inside and outside of school

- What types of activities do your students participate in with their families? (Probe)
- What types of extracurricular activities do your students participate in while at this school?
- What types of conversations do you have with students outside of the school day? (i.e. plans for doing better in school, transitioning to high school)
- How would you describe your student's perception of your expectations concerning them? (high/low, do you know if they think you even care about them)
- What safeguards are in place at your school to ensure that all students are successful?
- Who do students feel the most comfortable talking to or have the closest relationship with at this school?

Knowledge/Perception of family educational background

- What is the educational background of the parents whose families you serve in the program?
- What types of occupations/jobs do parents at this school hold?
- Have you counseled any older siblings from the same family? If so, have they finished high school?

Knowledge/Perception of Parental involvement

- How have parents interacted with you throughout their child's education at this school?
- In what other ways are parents involved in your school?
- What types of conversations do you have with your parents about school?
- What do you think are parents' expectations of you as their child's counselor?
- What do you think are their expectations for their child's future?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Knowledge/Perception of YSC's Function and Design

- Talk to me concerning what you know about the YSC.
 - What is your understanding of the requirements for receiving help from YSC?
 - Who is eligible?
 - How hard is it for students to meet these requirements?
 - What are the components of YSC?
 - Where is the center located in the building? In your opinion, is this the appropriate location for the center? Why? Why not?
 - Where did you get your information about YSC?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Knowledge/Perception on school-staff functional relations

Guidance counselor

- How often do students meet with you? What types of concerns do you discuss with them? (probe)
 - What is the major challenge/concern that students bring to you? What are their primary needs?
- Are students comfortable speaking with you about any situation? How do you know?
- Discuss the relationship between you and students at this school.
- Discuss your relationship with the faculty and staff. What are some of the reasons for your interaction?

YSC Coordinator

- How often would you say you interact with the YSC coordinator? What types of interactions do you have with him/her?
- How visible is the YSC coordinator in this school?
- What role do guidance counselors play in the YSC? Why?

Teachers

- How often would you say you interact with the faculty and support staff at this school? What types of interactions do you have with them?
- How involved are the teachers with the YSC?
- Which members of the faculty/staff s would you say are more likely to be involved with the YSC? Why?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers**Coordinator's Role and Function**

- What impact has the YSC coordinator's leadership had on this school?
- In your opinion, what are the key challenges facing the YSC?
- Is the YSC coordinator able to meet the varying needs of the students? How?
- How do other educational priorities (NCLB) influence YSC role and function?
- In your opinion, is the YSC in your school effective? Why or why not?
- What would you say is the most important prerequisite for obtaining a coordinator's position? In your opinion, what is the most important trait a YSC coordinator should have?

Implementation of YSC Goals: Behavior and Academic Support

- Has YSC programs influenced student behavior/suspensions? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Has YSC programs provided academic support for students? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Would you say that YSC is meeting the behavior/suspension and academic goals as outlined by JCPS?
- What services would you say the students and their families use most? Why?
- Does YSC affect student's desire to come to school? If so, in what ways?
- Are there any noticeable differences between the students who participate in YSC and those who do not participate in the YSC? Please explain.
- How has this school changed because of the program? How have the students who participate in YSC changed because of the program?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers**Conception of Individual Program design and Student Participation**

- Based on your own experience, what would you say are the strengths of this program? What about weaknesses?
- What about dislikes? What are some things you do not like so much about the program?
- In your opinion, what would make the YSC at your school better?
- Name one element that if taken away would hurt the program most?
- What, if anything, do you think makes this particular center different from other sites?
- Do you think that the program design at this school allows for more student participation? If so, why?

Closing Thoughts

We have reached the end of our interview. Is there anything else you would like to share with me about the YSC?

Thanks for your time.

Interview Protocol for Principals

BIOGRAPHICAL SKETCH

- How long have you been employed with JCPS?
- How long have you been principal of this school?
- What would you say your primary role/responsibilities are in this school? What is a typical day like for you?

Perceptions of Student's experiences inside and outside of school

- What types of activities do your students participate in with their families?
- What types of extracurricular activities do your students participate in while at this school?
- What types of conversations do you have with students outside of the school day? (i.e. plans for doing better in school, transitioning to high school)
- How would you describe your student's perception of your expectations concerning them? (high/low, do you know if they think you even care about them)
- What safeguards are in place at your school to ensure that all students are successful?
- Who do students feel the most comfortable talking to or have the closest relationship with at this school?

Knowledge/Perception of family educational background

- What is the educational background of the parents whose families you serve in the program?
- What types of occupations/jobs do your students' parents hold?
- Have any older siblings from the same family attended this school? Did these siblings finish high school?

Knowledge/Perception of parental involvement

- How have parents interacted with you throughout their child's education at this school?
- In what other ways are parents involved in your school? (Probe)
- What types of conversations do you have with parents about school?
- What do you perceive are parents' expectations of you as their child's principal?
- What do you believe are their expectations for their child's future?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Knowledge/Perception of YSCs Function and Design

- Talk to me concerning what you know about the YSC.
 - What is your understanding of the requirements for receiving help from YSC?
 - Who is eligible?
 - How hard is it for students to meet these requirements?
 - What are the components of YSC?
 - Where is the center located in the building? In your opinion, is this the appropriate location for the center? Why? Why not
 - Where did you get your information about YSC?

Knowledge/Perception on school-staff functional relations

Guidance counselors

- How visible is the guidance counselor? How often do students meet with the guidance counselor to talk about their problems/concerns?
- Discuss the relationship between the guidance counselor and students at this school.
- Discuss your relationship with the guidance counselor. How often do you interact with him/her? What are some of the reasons for your interaction?
- How would you describe the nature of the guidance counselor's involvement with the center?
 - What, if anything, do you believe is the most significant role of the guidance counselor in the work of the YSC?

YSC Coordinator

- How often do you meet or communicate with the coordinator?
- What is the nature of your involvement with the YSC?

Teachers

- How often would you say you interact with the faculty and support staff at this school? What types of interactions do you have with them?
- How involved are the teachers with the YSC?
- Which members of the faculty/staff s would you say are more likely to be involved with the YSC? Why?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers**Conceptions of Coordinator's Role and Function**

- What impact has the YSC coordinator's leadership had on this school?
- In your opinion, what are the key challenges facing the YSC?
- What do you consider the most significant role of the YSC coordinator?
- Is the YSC coordinator able to meet the varying needs of the students?
- How do other educational priorities (NCLB) influence YSC role and function?
- In your opinion, is the YSC in your school effective? Why or why not?
- What would you say is the most important prerequisite for obtaining this job? In your opinion, what is the most important trait a YSC coordinator should have?

Implementation of YSC Goals: Behavior and Academic Support

- Has YSC programs influenced student behavior/suspensions? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Has YSC programs provided academic support for students? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Would you say that YSC is meeting the behavior/suspension and academic goals as outlined by JCPS?
- What services would you say the students and their families use most? Why?
- Does YSC affect student's desire to come to school? If so, in what ways?
- Are there any noticeable differences between the students who participate in YSC and those who do not participate in the YSC? Please explain.
- How has this school changed because of the program? How have the students who participate in YSC changed because of the program?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers**Conception of Individual Program design and Student Participation**

- Based on your own experience, what would you say are the strengths of this program? What about weaknesses?
- What about dislikes? What are some things you do not like so much about the program?
- In your opinion, what would make the YSC at your school better?
- Name one element if taken away would hurt the program most?
- What, if anything, do you think makes this particular center different from other sites?
- Do you think that the program design at this school allows for more student participation? If so, why?
- How many students would you say participate in the program? How many students are served daily?

Closing Thoughts

We have reached the end of our interview. Is there anything else you would like to share with me about the YSC?

Thank you for your time.

Interview Protocol for Director

BIOGRAPHICAL SKETCH

- How long have you been employed with JCPS?
- How long have you served as the FRYSC director?
- What was your previous role with JCPS?
- What would you say your primary role/responsibilities are in your current professional role? What is a typical day like for you?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Knowledge/Perception of YSCs Function and Design

In your opinion, the location of the YSC in some of the schools, but do you think the location is appropriate? Do you think the location should be more visible? Do you think it should be in a separate location other than the school?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Knowledge/Perception on school-staff functional relations

Guidance Counselors

- What do you see the role of the guidance counselor with the YSC?
- Describe the relationship between the YSC coordinator and the guidance counselor. How often do think they interact?
- What are some of the reasons for their interaction?
- In your opinion, should the guidance counselor be involved with the YSC? Please explain.

YSC Coordinators

- How often do you meet or communicate with the coordinators?
- What are the requirements/qualifications of the YSC coordinators? What specific qualities are you looking for when hiring a coordinator?
- What types of professional development opportunities are available for the YSC?
- How do you meet the varying needs of the coordinators? How has your leadership impacted the centers?

Teachers

- How often would you say you interact with the faculty and support staff at each school? What types of interactions do you have with them?
- How involved are the teachers with the YSC?
- Which members of the faculty/staff s would you say are more likely to be involved with the YSC? Why?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Conceptions of Coordinator's Role and Function

- What impact has the YSC coordinator's leadership had on schools?
- In your opinion, what are the key challenges facing the YSC?
- What do you consider the most significant role of the YSC coordinator?
- Is the YSC coordinator able to meet the varying needs of the students?
- Would you say that the YSC coordinator is visible in the school? What do you know about the role and responsibilities of the YSC coordinator?
- How do other educational priorities (NCLB) influence YSC role and function?

Implementation of YSC Goals: Behavior and Academic Support

- Has YSC programs influenced student behavior/suspensions? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Has YSC programs provided academic support for students? If so, which programs have had the greatest impact and which have had the least Please be specific in your description.
- Would you say that YSC is meeting the behavior/suspension and academic goals as outlined by JCPS?
- What services would you say the students and their families use most? Why?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Conceptions of Individual Program design and Student Participation

- Based on your own experience, what would you say are the strengths and weaknesses of the YSC?
- Generally speaking, name one element of the YSC program at your school that if taken away would hurt the program most?

Close

- In your opinion, is the YSC in your school effective? Why or why not?
- What would you say is the most important prerequisite for obtaining this job? In your opinion, what is the most important trait a YSC coordinator should have?
- Is there anything else you would like to share with me about the YSC?

Interview Protocol for Teachers/Coaches

BIOGRAPHICAL SKETCH

- What is your current position at this school? (teacher/coach/exploratory –music, art, etc) How long have you worked at this school?
- What would you say your primary role/responsibilities are in this school? What is a typical day like for you?

Perceptions of students' experiences inside and outside of school

- What types of activities do your students participate in with their families?
- What types of extracurricular activities do your students participate in while at this school?
- What types of conversations do you have with students outside of the school day? (i.e. plans for doing better in school, transitioning to high school)
- How would you describe your student's perception of your expectations concerning them? (high/low, do you know if they think you even care about them)
- What safeguards are in place at your school to ensure that all students are successful?
- Who do students feel the most comfortable talking to or have the closest relationship with at this school? (How does he/she help students in school?)

Knowledge/Perception of family educational background

- What is the educational background of the parents whose families you serve at the school?
- What types of occupations/jobs do your students' parents hold?
- Have you taught any older siblings from the same family? Do you know if these siblings finished high school?

Knowledge/Perception of parental involvement

- How have parents interacted with you throughout their child's education at this school?
- In what other ways are parents involved in your school?
- What types of conversations do you have with your parents about school?
- What do you think are parents' expectations of you as their child's teacher?
- What do you think are their expectations for their child's future?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers

Knowledge/Perception of YSCs Function and Design

- Talk to me concerning what you know about the YSC.
 - What is your understanding of the requirements for receiving help from YSC?
 - Who is eligible?
 - How hard is it for students to meet these requirements?
 - What are the components of YSC?
 - Where is the center located in the building? In your opinion, is this the appropriate location for the center? Why? Why not
 - Where did you get your information about YSC?

Knowledge/Perception on School-staff Functional Relations

Guidance counselor

- How visible is the guidance counselor? How often do students meet with the guidance counselor to talk about their problems/concerns?
- Describe the relationship between the guidance counselor and students at this school.
- How would you describe your relationship with the guidance counselor? How often do you interact with him/her? What are some of the situations that may lead you to interact with the guidance counselor?
- How would you describe the nature of the guidance involvement with YSC?

Teachers

- What role, if any, do you play in the YSC? Why?
- How would you describe your relationship with the coordinator?
- What types of interactions do teachers have with the coordinator?

YSC Coordinator

- How visible is the coordinator?
- How would you describe the nature of the coordinator's involvement with the students at this school?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers**Conceptions of Coordinator's Role and Function**

- What impact has the YSC coordinator's leadership had on this school?
- What do you consider the most significant role of the YSC coordinator?
- In your opinion, what are the key challenges facing the YSC?
- Is the YSC coordinator able to meet the varying needs of the students? How?
- How do other educational priorities (NCLB) influence YSC role and function?
- In your opinion, is the YSC in your school effective? Why or why not?
- What would you say is the most important prerequisite for obtaining this job? In your opinion, what is the most important trait a YSC coordinator should have?

Implementation of YSC Goals: Behavior and Academic Support

- Has YSC programs influenced student behavior/suspensions? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Has YSC programs provided academic support for students? If so, which programs have had the greatest impact and which have had the least? Please be specific in your description.
- Would you say that YSC is meeting the behavior/suspension and academic goals as outlined by JCPS?
- What services would you say the students and their families use most? Why?
- Does YSC affect student's desire to come to school? If so, in what ways?
- Are there any noticeable differences between the students who participate in YSC and those who do not participate in the YSC? Please explain.
- How has this school changed because of the program? How have the students who participate in the YSC changed because of the program?

SCHOOL-LINKED SOCIAL SERVICES/Youth Services Centers**Conceptions of Individual Program design and Student Participation**

- Based on your own experience, what would you say are the strengths of this program?
- What about weaknesses?
- What about dislikes? What are some things you do not like so much about the program?
- In your opinion, what would make the YSC at your school better?
- Name one element of the YSC program at your school that if taken away would hurt the program most?
- What makes the YSC at this school different from others?
- Do you think that the program design at this school allows for more student participation? If so, why?

Closing Thoughts

We have reached the end of our interview. Is there anything else you would like to share with me about the YSC?

Thanks for your time.

Appendix E: JCPS/FRYSC Contact/Intervention Form

JCPS/FRYSC Contact/Intervention Form

Student Name: (Last) _____ (First) _____

Family/Guardian Name: _____

Referral Date: _____ Service Date: _____

Referred by (only one): ☐ Parent ☐ Student ☐ School ☐ FRYSC ☐ Other: _____

Method of Service Delivery (all that apply): ☐ Home Visit ☐ Direct Service ☐ Phone ☐ Other: _____

Interventions

Individual: check all interventions that apply

Groups: select only one primary focus

I. ATTENDANCE
 ___ 1. **Attendance** (home visits, letters, phone calls, incentives, truancy court, attn. clubs, etc.)
 ___ 2. **Basic Needs** (clothing/uniforms, financial assistance, shelter/housing, food, school supplies, holiday asst., etc.)
 ___ 3. **Student Recognition** (Student of the Month, Honor Roll, Perfect Attendance, Caught Being Good, etc.)
 ___ 4. **Transportation** (Providing directly or assisting families in locating or arranging for transportation; TARC tickets.)

II. BEHAVIOR/SUSP ISSUES
 ___ 5. **Behavior Problems** (classroom disruptions, fighting, home or neighborhood issues, suspensions, etc.)
 ___ 6. **Enrichment/Recreation** [includes non-school hour] (sports teams/clinics, cheerleading, student clubs [drama, science, chess, nature], camping, boy/girl scouts, or other like programs sponsored by the Center); (before & after school, intersession, holidays, weekends, or summer break)
 ___ 7. **Life Skills** (Programs that focus on group or individual education on social skills, character education, developmental assets, anger mgmt. or Practical Living Skills.)
 ___ 8. **Peer Relations** (peer mediation, friendship issues, dating issues, or harassment issues, team building, etc.)
 ___ 9. **Prevention Activities** (Red Ribbon Week, Baby Think It Over, student groups/clubs, bullying/pregnancy/suspension/violence prevention, assembly programs, etc.)

III. ACADEMIC SUPPORT
 ___ 10. **Academic Support/Issues** (Any program or service intended to help improve student's academic performance during the school day, including testing support, homework workshops or tips, tutoring programs, ESS, ECE support, post high school education, home visits for educational issues, etc.)
 ___ 11. **Employment** [Youth & Adult] (Career counseling/fairs/field trips/exploration/speakers, summer jobs, 4-H Reality Stores, job shadowing or placement, co-ops, Voc. Ed.; also assisting adults with job benefits.)
 ___ 12. **Mentoring** (Programs or services including adult to student, student to student, Big Brother/Big Sister, or community volunteers.)
 ___ 13. **Parent/Child Activity (PACE)** (Any parent and child-learning program such as Family Fun Nights. Usually has a literacy or academic focus and has parent and child participating together.)
 ___ 14. **Transition Programming** (Any program or service based on assisting students in moving from one school level to the next.)
IV. PHYSICAL/MENTAL HEALTH
 ___ 15. **Adult/Child Protection (CPS/APS)**
 ___ 16. **Crisis Intervention** (short-term hardships, suicide risk, family trouble, homelessness, death in family, fire, natural disaster, etc.)
 ___ 17. **Drug & Alcohol** (referrals/activities for prevention and intervention)
 ___ 18. **Health Services** (head lice, hygiene, immunizations, insurance, physicals, vision, hearing, educational programs, etc.)
 ___ 19. **Mental Health** (Individual referrals or on-site therapy by mental health service providers.)

V. PARENT REL/SUPP/ASSIST
 ___ 20. **Adult Education** (GED/Literacy)
 ___ 21. **Birth to 3 Families** (Families in Training, community programs, home visits, cradle school, early brain development information and educational activities, etc.)
 ___ 22. **Childcare** (Referrals to 4C's or daycare providers-preschool, before or after-school, intersession, or summer childcare; also any Center based program.)
 ___ 23. **Free Lunch Assistance** (Any contacts, home visits, etc. related to free/reduced lunch asst.)
 ___ 24. **Legal/Criminal Issues** (Out-of-Control Orders, EPO's, juvenile delinquency issues, court cases and support, abandonment, CDW collaboration, or home incarceration.)
 ___ 25. **Parent Contact** (Direct one-to-one services with a parent such as phone calls or conferences.)
 ___ 26. **Parent Involvement** (Any Center activity/program that involves parent participation. (*Do not also check Parent Contact-use one or the other.*)
 ___ 27. **Parent/Teacher Conference** (Direct involvement in facilitating/organizing a parent/teacher conference.)
 ___ 28. **Parenting Skills** (Group focused activities like workshops or speakers for the purposes of parent education.)
 ___ 29. **PTA/PTSA Support** (Any Center activity worked in support or cooperation with PTA/PTSA.)

Referral Information

Neighborhood Place: ☐ 810 Barrett ☐ Bridges of Hope ☐ First at T.J. Middle ☐ Greater Cane Run
☐ Northwest (Shawnee) ☐ South Central ☐ South Jefferson ☐ Ujima

Other: ☐ Seven Counties School-Based Services ☐ Other: _____

Notes/Action: _____

Appendix F:
Youth Services Center Proposed and Planned Activities for Urban Middle School

YOUTH SERVICES CENTER
Proposed and Planned Activities
2008-2009

College Awareness Week

Each day of the week, students will experience college
(Sept. 29 – Oct. 2)

Paying for College Parent Workshop

A representative from KHEAA will come to address parents about paying for college.
(Oct. 2, 6PM, cafeteria)

Muffins w/ Mom

Moms are invited to enjoy breakfast with their child and learn about what's going on at Western Middle School.
(Sept. 18, 8AM, Cafeteria)

Donuts w/ Dad

Dads are invited to enjoy breakfast with their child and learn about what's going on at Western Middle School.
(Oct. 15, 8AM, Cafeteria)

Girl Power

T.Y.P.E for Girls

Sophisticated Ladies

Age appropriate activities for girls 6-8th grade. These programs are sponsored by the Girl Scouts of Kentuckiana.

Cotillion

Coming o age ceremony for 8th grade girls who meet the criteria for participation. Event is catered and hosted at Memorial Auditorium.
(all TBA after mtg. with new director)

Men of Quality

Small group work with young men addressing issues pertinent to today's hot topics. Facilitated by a community mentor.
(pending follow-up call w/ Michael Shoulders)

Youth Services Center Proposed and Planned Activities for Urban Middle School

Boys to Men

T.Y.P.E. program for 7th grade males that addresses social issues that are relevant to adolescent males.

(pending mtg. w/ Gloria Moorman and the Office of Youth Development)

Peer Mediation

Peers work with other peers to solve conflicts in their early stages. Students are selected and trained to serve as mediators for their fellow classmates. Conflicts are referred by staff and students.

(appt. w/ D. Davidson)

Seven Counties

Mental Health Services for students and families.

(mtg. w/ Mr. Clark 8/1)

Group Counseling

Individual Counseling

Anger Management

Mini High School Showcase

JCPS High Schools are asked to come to set up their schools displays in the main gym.

Parents and 8th grade students are invited to see what H.S. opportunities are available for the next academic school year.

(Nov. 13 in the gym , 8 – 11AM)

Health Fair

Various companies and organizations are invite to share health & wellness related information with

(pending mtg. w Brenda Fitzpatrick)

Angel Tree

Students are referred to the YSC to receive Christmas assistance.

(Distribution – 11/10 – 21, due, 12/ 12, pick up 12/ 16 & 17)

Stranger Safety

Topics of personal safety are addressed with Lisa Kimball of Child Connection.

(Sept. 10 – 1:30 – 2:15 – 6th grade only)

Internet/ Web Safety Program (ECHO)

Topics of Cyberbullying (text messaging, MySpace, Facebook, etc.) addressed.

(Oct. 23, auditorium for 7th & 8th graders 12-1)

Youth Services Center Proposed and Planned Activities for Urban Middle School

Project ZAP

Parents and students (7th & 8th grade) receive information about teenage drinking – both prevention and intervention.

(ongoing through the Office of Safe and Drug Free Schools)

MSM (Middle School Mentors)

Mentoring program for selected 6th graders.

(on-going w/ Maryhurst and Neighborhood House)

School-wide Fundraiser

Fundraiser for school. Deb Nacito.

(Sept. 3 – 17)

Community Reception

Community organizations and associations are invited to come meet the new Administrative staff and learn about programs, activities, and initiatives provided by the school.

(Sept. 25, 5PM, Library)